

**IMPACT OF EMPLOYEES EMPOWERMENT ON ORGANIZATION  
PERFORMANCE: A CASE STUDY OF GOVERNMENT PROCUREMENT  
SERVICE AGENCY**

**GRACE CHACHA BUSARA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT  
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**2016**

### **CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “**Impact of Employees Empowerment on Organization Performance: A Case Study of Government Procurement Service Agency**” in partial fulfillment of the requirements for the degree of Master of Project Management (MPM) of the Open University of Tanzania.

.....

Dr. Salvio Macha

(Supervisor)

.....

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Date

**DEDICATION**

With sincere love this work is dedicated to my family and my lovely husband Emilian Busara my two sons, Victor Emilian Busara, and Willpeace Emilian Busara, without their patience, understanding, support and most of all, their unfailing love and sacrifices they made towards the fulfillment of my education I would not be who I am today.

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## **ABSTRACT**

The research investigated the relationship between employee empowerment and performance in the public sector, a case study of Government Procurement Services Agency. To reach these objectives, previous researches suggested that companies must implement motivational personnel practices; in particular, employee empowerment as it is recognized as a key for building trustful-relationships with the organizations, which in turn lead to higher levels of performance. This empowerment consists of three components, training employees, creating a culture of allowing employees to give input and have control of their work, and giving employee access to information and providing feedback. Employee performance constructs, also had a number attributes to be considered. Each of the constructs of empowerment was tested to determine its relationship with employee performance. The target population was all employees from GPSA head office; however, a sample 30 identified. The study adopted a descriptive survey research design and employed a stratified simple random sampling. Primary data were collected from respondents using structured questionnaires. The data were analyzed descriptively and presented through figures, tables and percentages and inferential statistics (correlation) were used to analyze data using the statistical package for social sciences (SPSS) and EXCEL. The findings indicate that employees in the public sector find that empowerment strongly influences employee performance. There is significant correlation between the constructs of empowerment and employee performance. The implications of these findings are discussed; limitations and suggestions for future research were also identified and proposed.

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## **LIST OF ABBREVIATIONS**

AIF	Access to Information and Feedback
EPF	Employees Performance
GPSA	Government Procurement Services Agency
ICW	Input and Control of Work
OUT	Open University of Tanzania
TND	Training and Development



## **CHAPTER ONE**

### **BACKGROUND INFORMATION**

#### **1.1 Introduction**

This chapter develops the background for assessing the impact of employee job empowerment, particularly training; employer inputs and control; and employee access to information flow on organization performance. It discusses the background information, definition of the research problem and research questions, a statement of the problem, objectives, and significance. It provides an overview of various empowerment and performance literatures.

#### **1.2 Background Information**

The greatest assets of any organization are its human resource and many resources are spent by organizations in building the capacities of their employees. This is due to the fact that human resource capacity building equips employees to achieve organizational goals and objectives and mandate, Mouallem and Analoui (2014). A number of studies proposed that to fully build the human resource capacity of the public sector in Tanzania, empowerment through training of employee providing inputs and control employee access to information flow are the key requirements to improve job performance. The main goal of employee empowerment is to help the organization achieve its mission and business goals (Pinnington & Edwards, 2000).

Essentially, successful managers and owners of the firm, they have a habit of helping the employees feel competent. Furthermore, they usually consider the interests of others (Kouzes and Posner, 2002). Goodly (2008) pre assumed that empowering

others are the major leadership improvement initiatives and depends on the type of leadership i.e. servant leaders possess this attribute. The social skills of leaders nowadays are many, but, a notable one is developing others (McCauley and Van Velsor, 2004).

The concept of employee empowerment can be traced in the USA during the Mary Parker Follett's management ideas, as the first formal study of empowerment conducted. She made a clear difference between the notion of "power-with" and "power-over". The power with is something within an individual and the power over coming outside individual. So she suggested looking in the passivity of starting the process of increasing power-with while decreasing power-over. The human affairs movement of those days had a great impact on employee empowerment. The studies conducted at Hawthorne concluded that the workers were more responsive to social situations than to management controls (Zimmerman, 1990). The importance of empowerment is gaining as nowadays it's considered as the center of attention. It says. If employees are empowered by managing correctly, can influence the organizational commitment and reduce employee's replacement. It has been urged that employee with confidence, participate decision making, and management are able to eliminate the border line between management and employee, causes an increase of productivity, performance and job satisfaction (Parker and Price, 1994).

Klagge (1998) sees the literature in a way indicating the meaning of empowerment as to release improved "power and authority" along with the relevant duties and expertise to employees (Spreitzer, 1996). Empowerment is considered to influential management means in getting workers to attain organizational common goals. The

reality is that empowerment could be utilized as an expression to explain diverse plans providing an expedient oratory, advocating that empowerment is hypothetically a fine object that fabricates a „win-win“ condition for workers and administrators (Burke, 1986).

There are various definitions of empowerment; however, the common element in those definitions involves giving employees a discretion (or freedom) over certain task related activities. Randolph (1995) defines it as “a transfer of power” from the owner or management of the employees. Blanchard et al. (1996) for instance, argued that empowerment in top they also require to have a higher degree of responsibility and accountability. This indicates that management must empower their employees so that they can be motivated, committed, satisfied and assist the organization in achieving its objectives (Williams, 1997).

The empowerment is a condition of mentality, an empowered employee experiences feelings of self control over the job, aware of the work to be performed, account for personal work output, shared responsibility for the organizational performance, and receive a fair reward based on individual and collective performance Mohammed et al. (1998). Also, Hage and Lorensen (2005) noted empowerment as an ‘enabling process’ or something happen between an object occurs from a shared assigning certain activities and ‘decision making’ to facilitate change Burke, (1986). Empowerment is processed, solution, or standard for preventing, and as a process to energies psychologists, counselors, social workers, and others to appropriately accomplish the goals for social and individual change.

Empowerment of employees is the passing on of power and responsibility from higher management levels in the organizational hierarchy to lower level employees, in particular the power to make decisions (Bowen and Edward, 1995). Empowerment of employee will guide the productivity improvement, job satisfaction and individual and organizational performance (Nick et al., 1994). Employee empowerment has been associated with the concept of power, implying that power in the organization should be re-shared by the top management to the lower management (Vogt, 1997).

Empowering others is a leaders' ability, which allows them to reinforce and develop their constituents by sharing power and giving visibility and give credit to their employees (Kouzes and Posner, 2002). Empowerment of people is a major contributor to the development of subordinates by allowing them to do extremely well by investing in themselves, even at the risk of making mistakes (Page and Wong, 2000). Servant leadership theory emphasizes empowering employees, serving them and being committed to cultivating them (Page and Wong, 2000; Spear, 2004). Empowering others to act, will lead followers to do a better job, and will aware them about their full Service potential (Kouzes and Posner, 2002).

As Kouzs and Posner (2002) noted that enabling others means developing the teamwork by empowering others and this is quality of transformational leadership. Furthermore, Avolio and Bass (2004) noted the necessity to incorporate the employee potential when brings into the organization their transformational leadership model. Essentially, among the important duties of transformational leaders is to give power to their followers to meet the organizational and performance goals and aims (Avolio *et al.*, 2004). Bartram and Casimir (2007) come

up by expressing that the transformational leaders take empowerment as a driver for followers to boost individual and organizational performance.

To be able to succeed, leaders have an obligation of treating nicely their follower as individuals not as a group. Moreover, they have to know their followers' developmental needs. To improve the potentials of the followers and empower them, leaders coach and mentor subordinates (Avolio and Bass, 2004). To develop the employee feeling of self-efficacy is one of the methods of empowering (Pelit *et al.*, 2011). Empowering followers, does not necessarily resulting in positive outcomes; therefore the role of a leader is to act as a coach and/or mentor (Robert *et al.*, 2000).

Page and Wong (2000) stated that has various connotations, for example, it may be: obtaining satisfaction by assisting others to succeed, allocating more time and power to help others to overcome weaknesses, being grateful for and give confidence the work of others, appreciating and validating others for their achievements, heartening others to take initiatives, and focusing on finding better approaches of serving others.

Kouzes (2003) comes up with the definition of empowerment as, developing supportive relationship, accommodating others point of views, treating customers as King, allowing people to choice and supporting their choices, allow employees' choice of their job's approach. Servant leadership of "serving others rather than be served" is the most vital factor of "authentic leadership" to empower people Page and Wong's model (2000) Avolio and Bass (2004) further, stated coaching, mentoring and monitoring is a significant approach of empowering people.

Having in place plan for leaders, coaching others provide tailored and honest feedbacks. In addition, these leaders will develop high-potential employees become the future managers (Weller and Weller, 2004). Executive coaching has been planned as an involvement aimed toward helping executives and developing leaders improve their performance and, thus the development of overall organizational performance (Kilburg, 1996).

A necessary strategy in the development process is establishing mentoring relationships (McCauley and Douglas, 2004). Mentoring is defined as increase all connections, which take on relations between two or more people with the goal of the person or proficient development (D'Abate *et al.*, 2003). Mentoring of Professionals, enhance leadership skills, and leadership-capacity building. There, different views on mentoring as some associate with its selective nature of the approach by engaging few in achieving organizational performance goals (Stead, 2005).

According to Avolio and Bass (2004), the driving force management by exception is engaging monitoring performance, identifies deviations, and actively takes corrective measures. It further described as the ordinary observing, gathering information and recording of activities of the program. A common example to explain the monitoring is to watch where you are going while riding a bicycle to make sure that you are on the correct path (Bartle, 2007).

According to Bass and Avolio (2000), satisfaction is a notion associated with the job. Engaging in a job with other employees is what employee satisfaction. Furthermore,

their findings showed that subordinate, the satisfaction of a leader's action makes them more motivated and committed to attaining organizational and group goals. The important achievement from the point of view of the organization is its employee performance. The growth, achievement of the organisation is the effort of all employees in the organisation, not a few. The purpose of performance as a key multi-dimensional construct is to achieve goals, which are linked to organizational strategic goals (Mwita, 2000).

### **1.3 Statement of the Problem**

Globalization has opened up various opportunities and challenges for Tanzanian organizations to compete internationally. Besides technological advancement, a developed, competent and empowered workforce will give Tanzanian organisations an edge over its competitors. Studies on empowerment have shown that it has a strong correlation to employee performance in terms of higher productivity, job satisfaction and reduction in staff turnover in organizations (Ongori, 2007). This, leads to the question of "Is this correlation applicable to the Tanzanian context or more specifically, in the public sector?" This question is prompted based on Hofstadter's (1980) rating on Tanzania as being a high power distance society, which indicates an environment of non-empowerment.

Empowerment is a well-studied subject in the US, but little research has been conducted in Tanzania. So far on employee empowerment in the Tanzania and East Africa context, have been found to focus on the institutions rather than public sector as a whole. Studies on the impact of empowerment on employee performance in the Tanzania Public sector, however, is still lacking.

As a result, this study puts forward a model to link between employee empowerment and employee performance. This model introduced constructs of training and development, engagement (inputting and control) and trust (employee access to information flow and serving others-feedback), as three employee empowerment and self determination factors.

#### **1.4 General Objectives**

To assess the employee empowerment impact on the performance of the organization

##### **1.4.1 Specific Objectives**

- (i) To assess the outcome of relevant training to employee on organizational performance.
- (ii) To investigate the effect of employees inputs and control of their work (self-determination) on organizational performance.
- (iii) To examine the effect of employee access to information flow from the source and immediate feedback on organizational performance.

#### **1.5 General Question**

What is the impact of employees' job empowerment on organization performance?

##### **1.5.1 Specific Questions**

- (i) What is the outcome of employees training on organization performance?
- (ii) What is the effect of allowing employees to have input and control of their work on organizational performance?
- (iii) What is effect of employee access to information flow from the source and immediate feedback on organization performance?



### **1.6 Significance of the Study**

This study will contribute to the growing body of knowledge on employee empowerment in Tanzania leave alone East Africa. There have been various studies conducted on employee empowerment in various sectors of industries in Tanzania and elsewhere.

More specifically, this study is to test the applicability of findings that the three dimensions of psychological empowerment Training (mentoring, coaching and monitoring; Engagement (employees input and control) Trust (access to information flow-feedback) has a relationship to organization performance in the Tanzania public sector.

The findings from this study on the impact of empowerment on employee performance in the public sector will add on to the existing body of literature on employee empowerment in Tanzania as well as to bridge the gap in information pertaining to employee empowerment in the same.

For Tanzanian managers and leaders in the public sector, this study will give them perspectives on whether empowerment influences their employee performance. This information and knowledge will, therefore, enable Tanzanian managers and leaders to have a better understanding of their employees' perception about empowerment. It will also help managers and leaders to better manage their employees to improve their individual and organizational performance.

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### **1.7 Organization of the Study**

This study is organized in five chapters. Chapter one present background of the study, statement of the research problem, research objectives, research questions, significance of the study, scope of the study, organization of the study and chapter summary. Chapter two present conceptual definitions, theoretical and empirical literature review. It also provides the research gap and conceptual framework. Chapter three covers research method, research design, area of study, population of the study as well as sample size and sampling techniques.

In additional, the chapter presents types of data, methods of data collection, data processing and analysis, measurement of variables, reliability and validity, and ethical issues. Chapter four makes results presentation and discussion of the findings. Finally, chapter five, present summaries of the findings and their implications, conclusion, recommendation, limitation of the study and suggested areas for further studies.

### **1.8 Chapter Summary**

This chapter has provided a brief introduction to, and overview of the research study. The context and rationale of the study are set, and the constructs at hand have been

defined by means of reference to the literature. It also presents many of the most well-known and authoritative theories of empowerment, motivation and organization performance along with the many perspectives on empowerment, and motivational theory development. The chapter concludes with a description of the objectives and significance of the study. The next chapter presents an overview of the literature pertaining to the empowerment and organization performance, in addition to previous research on the relationship between empowerment and organization performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The previous chapter provided a brief explanation of the research area and its application for the physiological dimension in Tanzania. However, the research needs further explaining with the help of reliable literature examining. This chapter undertakes the task of analyzing different theories about empowerment and employee performance in the physiology area around the globe and provides a thorough understanding of the dynamics involved in the enhanced motivational concept within private and public sectors.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 Definitions of Key Concept**

The key concepts for this study are employee empowerment, organizational performance, Employee training, Input and control of work, Access of information, and employee performance. They will be discussed in the following sections.

##### **2.2.2 Employee Empowerment**

Employee empowerment is giving employees a certain degree of autonomy and responsibility for decision-making about their specific organizational tasks (Dobre, 2013). It allows decisions be made at the lower levels of an organization where employees have a unique view of the issues and problems facing the organization at a certain level.

Empowerment term definitions itself vary widely across scholars. Various research studies describe empowerment as intrinsic duty motivation (e.g., Conger & Kanungo, 1988; Thomas & Velthouse, 1990) or motivation reflective of the person–environment fit (Zimmerman, 1990). Others have defined it as the perceptions (Parker, and Price 1994) as a commitment-based designs (Spreitzer, 1996), and, in terms of duty structure the move of power or authority.

Empowerment in the recent years has become a significant topic in the management. The management is encouraging their employees to give enough freedom in their work are able to apply the full potential and ability to carry out the overall aims of the organisation. Recently, the usefulness of empowerment has started to become recognized in the different environment of Project Management (Williams, 1997). Rutland discusses its importance both between companies, leading towards an increase in structures such as partnering (which implies a level of trust between the companies), and, more relevantly to this paper, for people within a firm: he discusses the importance of employee motivation as a differentiating factor between companies (Rutland, 1997).

Empowerment is often defined as the act of giving people the opportunity to make workplace decisions by expanding their autonomy in decision-making (Vogt, 1997). Also, empowerment described as the breaking down of traditional hierarchical structures (Blanchard 1997). As of a service viewpoint, empowerment gives subordinates the authority to give decisions about on customer service issues. Management from industry sector and organizational psychologists, empowerment to them is an enrichment of the autonomy of employees in their work, thus increasing

employee involvement in decision making for better and interests of the organization (Wall et al., 2004). Geroy et al. (1998) insisted that the organizational perspective empowerment, call for an act of providing employees with the essential guidance and skills for giving autonomous decisions and their accountability and responsibility for those decisions.

An empowered and committed workforce is generally claimed to essential for the effective functioning of modern organizations (Bowen, 1992). Employee empowerment is significant drive in facilitating commitment to the firm. Empowerment is measured through two constructs. One is psychological empowerment construct, which has received much attention from researchers in many business fields (Thomas and Velthouse, 1990).

The focus of psychological empowerment is an individual's emotional and focuses on work environment. The concept of giving authority to employees creates a shared climate about the use of structures, policies, and practices to support both organisation and an employee.

Three key organizational practices associated with empowerment, climate is autonomy boundaries, information sharing, and team accountability (Blanchard, 1997). As the focus of our study is on work environment, we take the empowerment climate construct. Moreover, organizational climate perceptions related to each attitude and behaviours (Hofmann and Stetzer, 1996). We, therefore, study its relationship with leadership behaviour in projects (Nauman et al, 2010).

Based on the literature review, this study tailored to dimensions of, autonomy boundaries, information sharing, and team accountability with the empowerment, climate of organisational teams differing in degrees of vitality, autonomy and boundary dimension.

### **2.2.3 Employees' Empowerment Dimensions**

Empowerment is defined as increased intrinsic task motivation manifested in a set of four cognitions (task assessments) reflecting the individual's orientation to his or her job role: meaningfulness, impact, competence, and choice (Spreitzer, 1995).

The meaningfulness concept regarded as the individual's intrinsic helpful on a given task and concerned with the value of the task goal, judged to the individual's own value system, ideas, and/or standards. In other words, feelings of meaning or purpose, emerges out of a fit between the needs of one's work role and one's beliefs, values, and behaviours. Lack of meaningfulness believed to result in indifference and feelings of lack of involvement that are unfavorable to job motivation and excellence of job performance.

Competence is "the degree to which an individual can do a job or activity competently when ones tries" it. It is regarded as self-efficacy (Bandura, 1986). This competence should specific to the individual's job, and distinguished from self-respect as the former dealt to a job role, in contrast to the latter being a global efficacy. Certainly, self-efficacy, under social cognitive theory has proven to have created interest to most researchers in the field of contemporary psychology", to date, more than 10,000 studies conducted worldwide for the past 25 years. There are

vast of evidence acknowledging the existing of a positive relationship between self-efficacy and work performance.

The study's findings noted that self-efficacy, as helpful emotional strengths emphasize the emerging of helpful psychological capital (Luthans, 2008), it can be improved and encouraged in four ways: job mastery, modelling, persuasion and/or feedback, as well as physiological and/or emotional awakening and wellness. In Bandura's language, competence equated to agency beliefs, individual mastery, or effort-performance anticipation.

The impact understood by the degree to which the person "can influence strategic, administrative, or operating outcomes at work", and is the converse of learned helplessness (Martinko, 1982). Abstractly, the impact is dissimilar from rim of control; the former determined by the job circumstance, since the latter regarded as a global personality trait that endures across situations. The impact motive is profitable when an employer gives employees independence in the task choices (Dur, 2008).

Impact and choice stand for different viewpoints on the way to control, where the former is control over one's job and the latter is a control within one's work. Some favourable consequences of choice documented in the literature; autonomy is positively related to psychological well-being (Chirkov et al, 2003). The important consequence of an idea has a person's performance. In an effort to smooth operation, the "psychological empowerment," Spreitzer comes up with arguments based on 1 model constructed by Thomas and Velthouse, 1990 to build up a four-dimensional measurement of, meaningfulness, impact, competence, and choice.



The meaningfulness signifies self-determination, together; with other three should conceptualize as psychological empowerment, reflecting a positive self-orientation of a person in relation to ones job role. Conger and Kanungo (1988), predicated on the “perception part,” presenting empowerment as the “emotional state of an employee consequential from ones supervisor’s empowering and/or firm empowering structures, policies, and practices. The four scopes outlined considered “the essential for inspiration of empowering behaviours, thus, influences the same necessary for goal achievement. In theory lack of it associated with powerlessness, which will hinder achievement of goals

#### **2.2.4 Organization Performance**

Performance is behaviour exhibited or something done by the employee (Campbell, 1990). According to Motowidlo, Borman and Schmidt (1997), job performance is the behaviour that be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyabga and Fajana, 2010). Hillriegel, Jackson and Slocum (1999) see job performance as individual’s work achievement after having exerted effort. Viswesveran and Ones (2000) regard it as the behaviour and outcomes that employees engage in or bring about that are linked with and give to organizational goals (Onukwube *et al.*, 2010). It is clear from these definitions that job performance related to the extent to which an employee is able to carry out the task assigned to him or her and how the accomplished task contributes to realization of the organizational goal.

Job performance is not a single unified construct, but a multidimensional construct consisting of more than one kind of behaviour. Onukwube *et al.* (2010) affirm that

job performance was traditionally viewed as a single construct. However, Austin and Villanova (1992) and Campell (1990) argue that job performance is a complicated and multidimensional cause. Thus, Campbell (1990) proposed an eight-factor model of performance based on factor analytic research that attempts to capture the dimensions of job performance existent (to a greater or lesser extent) across all jobs.

### **2.2.5 Employee Training**

Employee training is considered as an effective training and development programs for improvement of the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peer coöperation and participation by the subordinates. This team work enable employees actively participate on the job and produces better performance, hence improving organizational performance.

Training programs not only develops employees, but also help an organization to make better use of their human resources in favour of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that needed at the workplace, (Jie and Roger, 2005). Training not only develops the capabilities of the employee, but sharpens their thinking ability and creativity to take better decision in time and in a more productive way (David, 2006).

Moreover, it also enables employees to deal with the customer in an effective way and respond to their complaints on time (Hollenbeck, Derue and Guzzo, 2004). The

training develops self efficacy and results in superior performance on the job (Svenja, 2007), by replacing the traditional work practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

The training is refers to a planned intervention for enhancing the elements of individual job performance” (Chiaburu and Tekleab, 2005). It is all about improving the skills that seem necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated with the work on the job (Chen et al., 2004). Those workers who feel themselves unable to do a task to the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise their stay at the firm will not add to productivity (Kanelopoulos and Akrivos, 2006).

The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving one’s job satisfaction, as employee better performance leads to the appreciation of the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

#### **2.2.5.1 The Importance of Training**

Training is important and an imperative tool for the organization to revamp the performance of all the staff for organizational growth and success. It is beneficial to

both employers and employees of an organization. An employee will become more efficient and productive if trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to do those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

#### **2.2.5.2 Relationship between Employee Training and Organization Performance**

According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers' knowledge, skills and ability and thus results in higher employee performance on the job. This relation ultimately contributes to supreme organizational performance.

Ahmad and Bakar (2003), noted employee commitment levels achieved highly if training undertaken achieves the intended learning outcomes and the performance improvement, both on personal and firm level. The same findings noted by Kim (2006) research work.

Despite notable evidence on the benefits of training as illustrated by various literature above still mostly, organisation feel hesitant while investing in its human

resource due to various reasons (Cheramie et al. 2007). Some of the reasons advanced by management not necessarily that training the employee gets properly and effective, the employee may opt to leave beyond the inferior training, but only for the sake of their value in the market and employment opportunity, or higher salaries elsewhere, and thus, the firm sees investing in training as a cost and not profit. It is also noted that reluctant of organisation to invest in training, individuals sponsor themselves for their career development in achieving greater performance (Baruch, 2006).

Arnoff (1971), commented that, trainings enhances individual initiative, ability and creativity and help to avoid employees obsolescence that happens due to demographic issues, for instance age, tenure or the inability to manage technological changes. Obisi (2001), defined training as an organized progression of boosting the knowledge, skills and attitude, that hence guide to employee satisfactory performance. He further noted that the aim and goal of the training program should know in advance before presenting to the employees.

Scott, Clothier and Spriegel (1977) noted that training is the heart of better organizational running, as it builds workers efficiency and effectiveness. As (Mamoria, 1995), put it that training facilitates employees to extend themselves within the organization and become more marketable. Moreover, training builds the employees' work related behavior and confidently take part in creating organizational success and ultimately this organization obtains higher returns. Mamoria (1995), further mentioned that a sound trained employee uses organizational resources very wisely, and minimizing wastage. As noted by

Ohabunwa (1999), that are well-trained person in the organization can entrust responsibility and authority to them with packed confidence of facilitating organizational achievement.

#### **2.2.6 Employee Providing Input and Control of work (Self-determination)**

Employee advice and control of work is self-determination and for capable employees feels responsibility and ownership towards their activities (Littrell, 2007). They undergo independence to carry out their responsibilities; make decisions about their work and have adequate authority of the way, time and the speed of their performing the task (Vecchio, 2000). The area includes making decision about the methods of performing the job or determining the amount of hard work necessary to do the activities (Speritzer, 1995).

#### **2.2.7 Access to Information (Trust)**

This is referring to the relationship between the executive and the normal employee's trust to the employee and the reverse). Trust associated with interest, competence, openness and belief in the others (Abdollahi and Naveh, 2011). Capable people feel confident and assured that they be treated fairly and honestly; this indicates they are certain that the operators of center powers or the authority figures will not harm them and will treat them impartially (Wetten and Cameron, 1998).

Allowing employees to have independence and feedback within the organization is what makes the empowerment process successful. Employee empowerment does not mean that management abandon from its responsibility for performance or for leading the organization. Rather, in an employee empowered organization,

management's responsibility comes to creating and fosters an environment in which it is clear that employee advice desired and cultivated. The management must trust and communicate with employees.

When employees empowered, their self-assurance degree and self-reliance will increase. This extra confidence is a good thing because it creates the job satisfaction and high levels of efficiency. However, sometimes, self-assurance levels be taken too far and end up crossing the line into overconfidence. Arrogant employees are difficult to deal with, don't take direction well and can become insubordinate. Working in this type of work environment takes its charge on employees and they once again become dissatisfied with their job and productivity levels decrease.

#### **2.2.8 Employee Performance**

According to Hawthorne studies and many other research works on the productivity of worker highlighted the fact that employees who satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it stated that employees are more likely to turnover if they are de-motivated and not satisfied; in turn fail to show good performance. Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to meet firm targets. (Kinicki and Kreitner, 2007). The employees satisfied in a situation where they experience themselves competent in their jobs, which is a result of being subjected to superior training programs. The employee's performance is important for the company to make every effort to help low performers. Performance classified into five elements: Planning, monitoring, developing, rating and rewarding. In the

planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to carry out the goals.

Monitoring is the phase in which the goals looked at to see how well one is doing to meet them Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee supposed to improve any poor performance that seen during the time frame one has worked at the company. During planning and monitoring of work, deficiencies in performance become clear and addressed.

### **2.3 Review of Theories**

Three theoretical approaches used to study, empowerment: social structural perspective, psychological approach, and the critical perspective. The social-structural perspective focuses its attention on developing or redesigning organizational policies, practices, and structures to give employs' power, authority, and influence over their work. The psychological approach focuses on enhancing and enabling personal effectiveness by helping employees develop their sense of meaning, competency, self-determination, and impact. The critical perspective challenges the notion of employee empowerment and argues that efforts to create empowerment may actually lead to more, albeit less-obvious, controls over employees.



### **2.3.1 Empowerment Theory**

A number of various theories attempt to describe employee empowerment about motivation within the discipline of psychology. Most of these theories are divided into the four broad categories of need-based, cognitive process and behavioural and job based. However, in this study, we will discuss empowerment theories and that relate to it.

Kanter's (1993) theory of structural empowerment deals with dialogue of organizational performance and employee autonomy. According to the theory, empowerment is best to suffice in work settings that give individual with access to information, resources, support, and the occasion to learn and develop. Kluska et al., (2004) also, noted that emotional empowerment embraces feelings of competence, autonomy, job meaningfulness, and an ability to influence the organization.

Individuals who empowered are highly committed to the organization, more accountable for their work, and better able to fulfill job demands in an effective way (Degner, 2005). Mangold et al., (2006; and Sic et al., (2005), noted that Kanter's theory has been widely applied to the practice of professional nursing showing how structures within the place of work make possible access to resources can allow employees to carry out their work in effective ways.

As noted by Erickson et al. (2003), "empowerment is thought to occur when an organization sincerely engages people and progressively responds to this engagement with mutual interest and intention to promote growth" (p. 96). Empowerment develops over time as employees gain greater control over their lives and

increasingly take part in decisions, which affect them. "The findings of Erickson et al, have suggested that membership on a Collaborative Governance committee increased the participant's sense of empowerment and fostered self-growth and organizational development".

The principles associated with four guiding concepts support successful shared governance structures. These concepts include: equity (the integration of roles to make common goals and willingness of each member to give collectively toward a common goal), ownership (recognition by the individual of the connection between his or her personal job performance and the success of the organization), partnership (development of relationships to promote mutual respect, enhanced communication, and collaboration to meet organizational objectives), and accountability (willingness to invest in decision-making and sharing a sense of responsibility for individual and collective outcomes) (Batson, 2004; Porter-O'Grady, Hawkins,& Parker, 1997). When principles related to these concepts are "incorporated into personal and team behaviours, the workforce empowered to meet the outcomes of the organization" (Batson, p. 496).

### **2.3.2 Self Recognition Theory**

A Self Recognition theory based on self-efficacy, Self-Regulation is "A theory of motivation based on the setting of goals and the receipt of right feedback that monitored to enhance the likelihood of goal attainment. It presumed that people consciously set goals for themselves that guide and direct their behavior toward attainment of these goals. These people also engage in self-monitoring or self-evaluation. Self-evaluation can help along if feedback is given when a person is

working on their goals because it can align how a person feels about how they are doing to make a goal and what they are actually doing to meet their goals. In short, feedback provides an "error" message that a person who is off-track can re-evaluate their goals.

### **2.3.3 Work Engagement Flow Theory**

A new approach to work motivation is the idea of Work Engagement or "A conception of motivation whereby individuals are physically immersed in emotionally and intellectually fulfilling work. This theory draws on many aspects of I/O Psychology. This theory proposes that motivation taps into energy where it allows a person to focus on a task. According to Schaufeli and Bakker,( 2010) there are three dimensions to work engagement.

- (i) Vigor- a sense of personal energy for work
- (ii) Dedication- experiencing a sense of pride in one's work and challenge from it
- (iii) Absorption- the Capacity to engrossed in work and experiencing a sense of flow.

Work Engagement forwards the notion that individuals have ability to give more to their own productivity than organizations typically allow. An example would be to allow workers to take some risks and not punish them if the risks lead to unsuccessful outcomes. "In short, work engagement can think of as an interaction of individuals and work. Engagement can occur when both help each other, and engagement will not occur when either (or both) thwarts each other." Some critics of work engagement say that this is nothing new, just "old wine in a new bottle."

## 2.4 Empirical Literature Review

Most of the earlier studies give the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003).

Nassazi, (2013) conducted a study on the effects of training on employee performance, using the telecommunication industry in Uganda as a case study. It was qualitative research where 120 respondents involved. The results obtained show that training has a clear effect on the performance of employees.

The result of Farooq & Aslam (2011), study depicts the positive correlation between training and employee performance as  $r=0.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best use of its human resource, and it can only happen when a firm is able to meet its employee's job related needs in a timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may do well to make organizational goals.

A Study by Suresh and Jaleel, (2015) on Impact of Employee Empowerment on Organizational Performance. A Case of Automobile Industry in Chennai city of Tamil Nadu in India. It consists of 100 Employee leaders/Employee members where 87 have responded. It showed that the high contribution of employee empowerment to Organizational performance. The value of R squared ( $R^2$ ) = 78.8 % and Adjusted  $R^2$  is almost 78.6%. Positive 0.76 correlation coefficient between Employee empowerment and Organizational performance.

**Comment [Ma1]:** this good. Other empirical papers are too old, find some new ones eg like 2012, 2013, 2014, 2015, 2016 etc.

The beta coefficient of Employee empowerment is .88. This indicates that Employee empowerment brings enough variation in the dependent variable. The paper's major finding was that highly empowered employees are effective. In that research established that there is a positive relationship between Employee empowerment and Organizational performance.

Moreover, the study results of Sultana et.al. (2012), conducted in the telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance brought by training programs. Further, the T-value was 8.58 that explain training is the best predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and said to be a key reason in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

The Maldogaziev and Fernandez (2011) study on empowering public sector employees on improving performance explored the link between various empowerment practices and perceived performance in federal agencies. It is found that empowerment practices aimed at providing employees with access to job-related knowledge and skills and at granting them discretion to change work processes have a positive and substantively significant influence on perceived performance. Other

empowerment practices geared toward providing employees with information about goals and performance and offering them rewards based on performance are found, however, to have little bearing on perceptions of performance.

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborates the concept by stating that training facilitates organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or maybe not confident enough in their capabilities, or they may facing work life conflict.

All the above aspects must considered by the firm while selecting most proper training intervention that helps organizations to solve all problems and enhance employee motivational levels to take part and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005) this employee, superior performance occurs only because of good quality training programs that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001), study noted that employee competency changes through effective training programs. It not only improves the overall performance of the employees to effectively perform current job, but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus

contributing to superior organizational performance. Through training the employee competency development and enable them to carry out the job related work efficiently, and meet firm goals in a competitive way.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist at the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to make sure the positive effect of training on employee performance these elements be taken into consideration Wright and Geroy (2001).

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however, to make it possible, (Swart et al., 2005), it is the responsibility of the managers to find the factors that hinder training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition,

Generally, it can be debatable that the effect of the training program on employee outcomes such as motivation, job satisfaction and organizational commitment, has not received much attention so far. A rare work has been done to test whether firms can affect their workers' attitude, through proper training interventions. According to Lang (1992) training be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that

employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

A study on job satisfaction–job performance relationship by Judge, Timothy; Thoresen; Bono, and Patton, Gregory (2001). A qualitative and quantitative review of the relationship between job satisfaction and job performance provided. The qualitative review organized around 7 models that characterize past research on the relationship between job satisfaction and job performance.

Research devoted to testing these models waned following 2 meta-analyses of the job satisfaction–job performance relationship. A meta-analysis conducted on 312 samples with a joint  $N$  in 54,417. The mean true correlation between overall job satisfaction and job performance estimated for 30. In light of these results, there is a correlation between job satisfaction and organizational performance. However, an agenda for future research on the satisfaction–performance relationship provided.

## **2.5 Research Gap**

The literature review suggests that empowerment as part of motivation has been an area of interest for human resource professionals, managers, owners and researchers. Various aspects of empowerment studied in recent years, but there are very few studies conducted on empowerment with a common approach to all organizations on



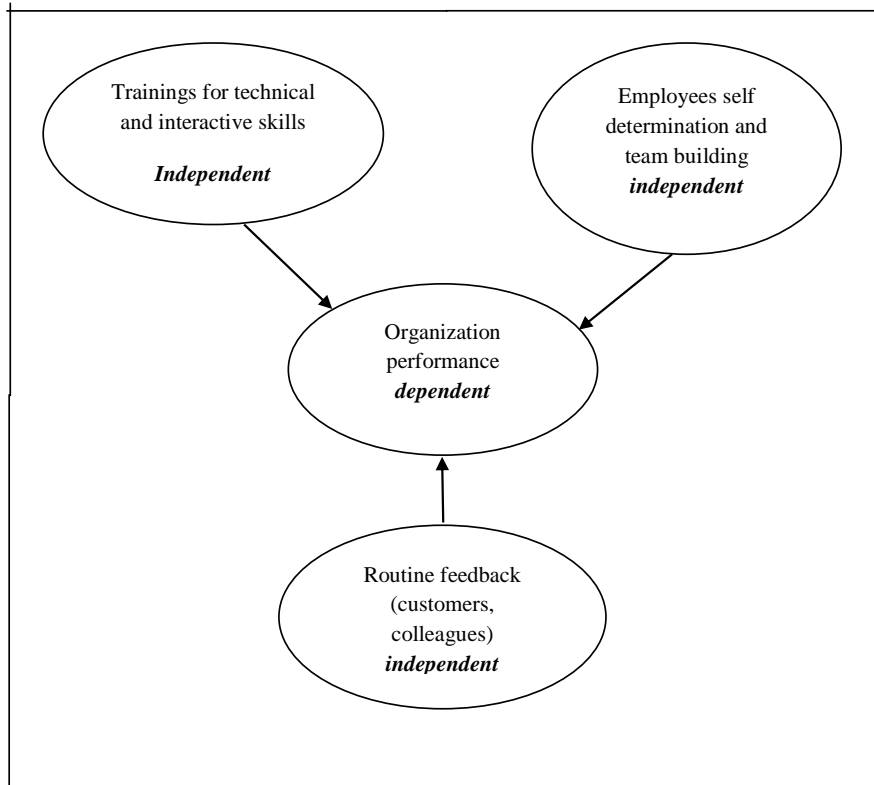
motivating their employees leave alone common empowerment context. On the motivation side there exist several theories with differing views. These include need based theories, cognitive theories, drive and reinforcement theories. The majority of literature review emphasizes on the empowerment through two approaches, namely psychological empowerment and climate empowerment.

According to Boussalem. (2015), he studied the relationship between employee empowerment by meaningfulness, autonomy, know-how of the employee and impact on work a performance and excellence, Furthermore Shaïd & Shajari (2013) they investigated empowerment of the employees in health organization having identified empowerment factors as serving others, coaching others, mentoring others and, monitoring others as employees.

On the other hand employee effectiveness outcomes are introduced by employee's satisfaction and employee's performance about their extra efforts. From the above cited studies and others, it's evident that empowerment has been exhaustively dealt with.

However, despite abundant research studies in the private sector, there is little evidence that empowerment on the basis of employee training, employee access to information and employees inputs and feedback of their area of work and job related in the public sector addressed. Therefore, the study bridge the gap by investigating the effect of empowerment under employee training, employees' inputs and control and accessibility of information as it influence the organizational performance of the public sector.

## 2.6 Conceptual Framework



**Figure 2.1: Conceptual Framework**

Source: Researcher, (2016)

### 2.6.1 Independent Variables

#### 2.6.1.1 Training for Technical and Interactive Skills

Training as a critical enabler for firms to create value and sustain competitive advantage in the increasingly complex and rapidly changing environment (Frazis and Loewenstein, 2005). Firms with greater training will be more successful in responding to changing environments and developing new capabilities that allow them to do better knowledge in levels of organization.

### **2.6.1.2 Employees Self-Determination and Team Building**

To be self-determining means to experience a sense of choice in initiating and regulating one's own actions. Self-determination enhanced creativity (Amabile, 1983).

### **2.6.1.3 Routine Feedback (Customers, Colleagues)**

One of the more important ways that employees can develop is to receive ratings of their performance from their co-workers—bosses, peers, subordinates, and others. Known as 360-degree feedback (Fleenor and Prince, 1997). Feedback, once provided, will enable people either to rectify or enhance achievement as a results effect is observed.

## **2.6.2 Dependent Variable**

### **2.6.2.1 Organization Performance**

Continuous performance is the aim of any organization because only through performance, organizations are able to grow and progress. Knowing the determinants of organizational performance is important, especially in the context of the current economic crises because it enables identification of those factors should treated with an increased interest to improve the organizational performance.

## **2.7 Chapter Summary**

The literature review discussed in this chapter has shown that empowerment through training, employee inputs and control and access to information flow influence the organization performance. In line with that it was clear the belief, attitudes and customary affect the employee satisfaction and hence organization performance.

These leanings provide valuable insights to the field of psychology and human resource management, from where empowerment practice takes much lead. Chapter 3 describes the method employed to explore the influence of empowerment in particularly training, employee inputs and control and access to information flow.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the research methodology adopted in conducting the study in order to achieve the study's objective, which is to assess the impact of employee empowerment on organizational performance in Tanzania. Government Procurement and Supply Agency are being a case study. The chapter is thus structured into research design, target population and sample, data collection and data analysis.

#### **3.2 Research Design and Instrument**

##### **3.2.1 Research Design**

According to Kothari (2004) defined research design as the agreement of procedures for the gathering and analysis of data, obtaining results that is relevant to the research aim and goals. The study adopted a descriptive design because the study seeks to respond to the problem by answering the why, how and when questions about the study. There are a number of advantages of descriptive research, however the two main benefits of this research method is being able to use various forms of data as well as incorporating human experience (Mbugua.et al, 2014).

Mugenda and Mugenda (2003) describe descriptive research design as a systematic, empirical inquiring into which the researcher does not have a direct control of independent variable as their manifestation has already occurred or because they inherently cannot be manipulated. Inferences about relationships between variables are made from concomitant variables. In referring Owens (2002), survey research

design has the advantage of uniqueness, since information gathered is not available from other sources, having an unbiased representation of the population of interest and standardization of measurement as the same information is collected from every respondent.

### **3.2.2 Research Instrument**

The study takes advantage of the use of questionnaires to collect primary data. Questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals Gall and Borg (1996). They went further that questionnaires have the added advantage of being less costly and using less time as instruments of data collection. The questionnaire, which is semi-structured, has been administered through drop and pick-later method to the sampled population.

### **3.3 Survey Population**

The target population consisted of all the employees of Government Procurement and Supplies Agency Dar es Salaam Headquarters.

### **3.4 Sampling Design and Procedures**

#### **3.4.1 Sample Size**

This section discusses the sampling technique and how the sample size is arrived at. The sampling design refers to the sampling method used to arrive at the sample size. According to Mugenda and Mugenda (2003), a sample of 10-30% is good enough if well chosen and the elements are more than 30. Since the total workforce of GPSA

at Head office is 100 employees, therefore the sample size of 30 equivalents to 30 % as Mugenda and Mugenda approach proposes is adequate.

#### **3.4.2 Sampling Technique**

The study applied stratified sampling technique where 30% of the population in each sampling frame was selected to participate in the study. For the exact individuals participating in the study, the researcher used the simple random sampling technique as it offers every member of the population an equal chance of being included in the sample.

#### **3.5 Variables and Measurement Procedures**

The entire variable used in the study – Training and Development (TND), Input and Control of Work (ICW), Access to information and Feedback (AIF) and Employee performance (EPF) measured using nominal scale i.e. the 5 point Likert rating scale.

The respondents were asked to rate each one of the 5 items on (TND)) scale, each one of the 9 items on (ICW) scale, each one of the 7 items on the (AIF)) scale, and each one of the 6 items on the EPF). 5 Likert scale used to measure the opinions of respondents on the impact of training, self-determinants and trust to employee performance. The study applied a structured questionnaire to obtain information from the respondents. The responses evaluated using descriptive statistics (frequency, means, and standard deviation) for the explained variables and Pearson Moment test.

#### **3.6 Data Collection Procedures**

The questionnaires were administered to the relevant respondents in an effort to achieve the necessary information. Self-administered questionnaires allowed the

participants to respond to the questions by themselves and at their own pace. They ease the burden to respondent burden through giving them the time to think through their responses (Monsen & Horn, 2008).

### **3.7 Reliability and Validity of Data**

Reliability is concerned with consistency of responses with which repeated measure produces the same results across time and across observers (Saunders et al., 2007). To ensure reliability Saunders, Lewis, and Thornhill (2007) suggested test measure which includes test re-test, internal consistency and alternative form. Validity is concerned with the extent to which a test measures what it claims to measure. A test need be valid so that the results can be accurately applied and interpreted. For this study, the researcher used Cronbach's alpha to measure validity and reliability.

#### **3.7.1 Reliability of the Questionnaires Instruments**

An internal consistency reliability assessment was done using a Cronbach alpha coefficient. This is the degree of relatedness of the individual itemized statement in one construct or scale. The Cronbach alpha coefficient has a range of 0-1, where 0 indicates no internal consistency and 1 indicates the maximum internal consistence.

Although the reliability of all the tests used in this study has already been determined and found satisfactory by the researcher of each, the reliability of each Questionnaire of the total sample in the present study was also investigated. This information added to the overall reliability data on these instruments.

Acceptable level of Cronbach alpha varies depending on what it intends to measure. Terre Blanche and Durrheim (1999) the acceptable level is 0.75. Nunnally (1978) is



of the opinion that 0.7 is acceptable. Owen and Taljaard (1996) in cases requiring calculation of only an average for a characteristic across a number of people as low as 0.3 can be used. In general 0.6 as an instrument with a reliability coefficient can provide useful information provided the test results are interpreted with the requisite care and expertise. The above values can be used as a guideline when deciding on the acceptability of reliability of the instrument or the internal consistency.

### **3.8 Data Analysis and Presentation**

Analysis on the dependent variables in association to employee performance is discussed and elaborated in this section of the report. This is to include the relationship between training and development and employee performance, Employee input and control of work and employee performance and Access of information and employee performance.

#### **3.8.1 Data Analysis**

Data were analyzed using statistical packages such as EXCEL, SPSS and STATA and quantitative data were presented through the use of statistical techniques such as bar charts, pie charts, percentages and frequency count mean and standard deviation. Descriptive data were presented quantitatively. Also the Pearson moment test was used to see the extent of correlation.

The questionnaires were checked and edited for completion. Mugenda & Mugenda (2003) assert that data obtained from the field in raw form is difficult to interpret unless it is cleaned, coded and analyzed. Qualitative analysis consisted of examining,

categorizing, tabulating and recombining evidences to address the research questions.

Qualitative data were grouped into meaningful patterns and themes that are observed to help in the summarizing and organization of the data. The data analysis incorporated Likert scores for total employee empowerment, and for the various aspects of employee motivation i.e. training, employee inputs and control, and employee access of information and feedback.

Pearson correlations were calculated on the total sample, firstly between the constructs statements within each of the individual construct questionnaire. The Pearson product-moment coefficient ( $r$ ) measures the degree to which two variables are related (StatSoft, 2002). Secondly, the correlations between the various statements in motivation constructs and statements in performance construct were calculated.

### **3.8.2 Data Presentation**

Quantitative data was presented through the use of statistical techniques such as bar charts, pie charts, percentages and frequency counts. Qualitative data was presented descriptively.

## **3.9 Chapter Summary**

The chapter discussed an overview of the method adopted in the research process. A further discussion of the properties of the three constructs and measurement instruments used in the study was followed by a section of the research design,

including the research aims, sample structure and measuring instruments, as well as by a description of the sample, and how it was obtained. The final section covered the data collection and processing procedure, and the analysis and interpretation of the data.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses the findings of the study. The section starts with sampling and sample structure. The differences between the groups for demographic information are observed, followed by respondents' scores obtained through the questionnaires. Lastly, looks at the relationships between the constructs, namely Training (TRN), inputs, and Control of the work (ICW), and Employee access to information (EAI). The chapter end with a discussion of the results obtained.

The Training (TRN), Inputs and control on work (ICW) and Employee Access to Information (EAI) and Employee Performance (EPF) constructs, comprise 5, 9, 7 and 5 variable statements respectively. The numbers of variation in the constructs are manageable for interpretation purposes. The dimensions of all constructs were derived on the basis of factor analyses carried out. The procedure determined the four constructs, namely Training, Input and control of work, Employee access to information and Employee performance, which were used to interpret the variables of the study.

#### **4.2 Reliability Test**

Table 4.1 provides the Cronbach alpha reliability coefficients of the scales of the Questionnaires Instruments. They include 3 enabler constructs and one result constructs. All reliability coefficients were considered acceptable to high, with the exception of Training and development scales, that were low, but within a range of

acceptable. Reliability coefficients ranged from 0.644 to 0.933 across the scales of the enabler, (i.e. Training, Inputs and control of work, and Access to Information and Feedback), 0.933 for results construct (i.e. Performance). These reliability coefficients found in the study sample were similar to those determined for the standardization sample, as indicated in the previous chapter (Baron et al., 2002). Cronbach alpha for this study the acceptable level 0.6 or higher and below that regarded as unacceptable.

**Table 4.1: Reliability and Validity Test**

Variable	Construct	Cronbach's Alpha	Number of Statements
Dependent	Performance measurement	0.933	5
Independent 1	Training	0.644	5
Independent 2	Inputs and Control of work	0.853	9
Independent 3	Employee access to information	0.875	7

Source: Field data, (2016), SPSS print out

### **4.3 Sampling and sample structure**

#### **4.3.1 Sampling**

The sample consisted (n=30) of the employee permanent staff of GPSA head office, in spite of having several offices across the country. Those who participated was voluntary, despite a plea from Director of Business, that encouraged employees to participate in the study, and guaranteed confidentiality of their responses, assisted in getting the significant sample. A convenience sample was used, as it was conveniently accessible through the permission given by the GPSA management. As

can be seen from the sample structure below, all levels of staff in the Agency took part in the study, i.e. from the management, to the ordinary employee. Since the sample is also made up of almost the entire Agency head office, it also includes employees from all sections in the Agency. GPSA is a government institution, and working under similar business and structure operations of the government. It was therefore accepted that the convenience sample upon which the study was based, would be adequately representative of the government institutions in Tanzania.

#### 4.3.2 Sample Structure

The sample extent and arrangement are indicated in the Tables 4.1 to 4.2. The total sample consisted of 30 employees. However, 25 questionnaires were returned hence, making the return rate of 83.3 percent. The age portion of the sample is obtained in Table 4.1. The greater parts of employees were between 25 and 35 years old, and a few employees in groups, 46 and above.

**Table 4.2: Age of Respondents**

Age interval	Frequency	Percent	Cumulative %.
25-35	10	40	40
36-45	4	16	56
46-55	3	12	68
56 and above	3	12	80
Missing value	5	20	100
<b>Total</b>	<b>25</b>	<b>100.00</b>	

Source: Field Data, (2016), SPSS print out

**Table 4.3: Gender of Respondents**

Age interval	Frequency	Percent	Cumulative %
Female	10	40	40
Male	14	56	96
Missing value	1	4	100
<b>Total</b>	<b>25</b>	<b>100.00</b>	

Source: Field Data, (2016), SPSS print out

**Table 4.4: Occupation of Respondents**

Age interval	Frequency	Percent	Cumulative %.
Executive management	11	44	44
Senior management	8	32	76
Normal employees	6	24	100
<b>Total</b>	<b>25</b>	<b>100.00</b>	

Source: Field Data, (2016), SPSS print out

#### **4.4 Data Analysis and Interpretation**

The analysis of the findings was conducted on the base of the total sample, and of a number of demographic elements thereof, namely age, gender, occupation, and work duration or tenure. The data analysis incorporated scores for total agreement or disagreement, and for the various dimensions of enablers and results.

Additionally, statistical procedures were used for the purpose of exploring the relationships as set out in the general objectives of the study. All analyses were based on the postulation that the sample (N=30) comes from a normally distributed population. This was a logical assumption, as a sample size of approximately 30 is

usually considered adequately large for most situations (Mugenda and Mugenda 2005). Pearson correlations were calculated on the total sample, firstly between the sub-dimensions within each of the individual measuring constructs. The Pearson product-moment coefficient ( $r$ ) was used to measure the correlation between variables in the constructs and variables of the constructs.

The correlation analyses highlighted the strength and direction of the relationship between each set of sub-construct and statements of the individual questionnaires. This shows the magnitudes to which the various sub-constructs and statement of the particular questionnaire created a cohesive component for the valid measurement of the relevant construct, for example, enabler. In determining any major differences between the means of the different demographic brackets, a F-test for independent means was performed on gender, age, duration of work or tenure, and occupational groups.

#### **4.5 Analysis of Findings from Questionnaires**

The sample size, range, mean and standard deviation of the statements from questionnaire scales are presented in this section. The data provide a general view of the performance of the statistical tests of various sources of enablers and results. As well as in the perceptions of the training and development, inputs and control of work, and employee access to information within the employee performance context. Where scores have been offered, as in the training, inputs and control of work, and employee access to information constructs, the interpretation was made according to the instruction provided in chapter preceded.



#### 4.5.1 Descriptive Statistics for the Demographic Variables

The mean scores given are mean total scores that were calculated by adding and averaging all individual items in each scale. Individual item statements scores ranged 1 to 5, where 1 indicated strongly disagreeing and 5 indicated strong agreeing. The construct score range of the Training and Development was 4–20, Input and control of work 9–45, access to information and feedback 4–20 and employee performance 6–36. The higher the total score, the strong agreeing attach to the construct represented by the particular scale, and vice versa. The descriptive information for each of the construct's scales is presented and discussed below. The mean scores depicted in Table 4.5 indicate that the response on gender was fairly, the scores are grouped around the average range of the norm, namely between three and four.

##### 4.5.1.1 Demographic Analysis on Gender

**Table 4.5: Gender - Mean**

	N	Famele (F)	Male (M)
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##### Enabler

Training and Development	F-9 M-11	19.43 (3.89)	18.73 (3.75)
Employee Inputs and Control of work	F-8 M-12	36.21 (4.02)	36.50 (4.05)
Access to Information and Feedback	F-9 M-13	25.32 (3.62)	26.66 (3.81)

##### Results

Performance	F-10 M-14	19.80 (3.98)	19.08 (3.82)
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Source: Field Data, (2016)

The mean scores in the Training and Development ranged from 3.89 and 3.75, those in the inputs and control of works from 4.02 and 4.05, and in the Access to Information and Feedback 3.62 and 3.81. The scores were in general results from the performance range from 3.98 and 3.82 for female and male respectively. Table 4.5 indicates that, all constructs and gender have shown to fair well as the statements mean are higher than theoretical mean, i.e. mean for statements of Training construct for a female is 3.89, and male 3.75, Employee inputs, and Control of Work female 4.02, male, 4.05, and lastly Access to Information and Feedback female 3.62 and male 3.81. Construct wise in both construct male have higher mean score than female, and, they are so close indicating that the respondents had similar opinions.

**Table 4.6: Occupations - Mean**

Titles	N	Executive MGM (EM)	Senior MGM (SM)	Normal Employee (NE)
Scores		Raw score mean	Raw score mean	Raw Score Mean

**Enabler**

Training and Development	EM - 9 SM - 5 NE - 6	18.91 (3.78)	19.40 (3.88)	19.13 (3.83)
Employee Inputs and Control of work	EM - 9 SM - 5 NE - 6	36.40 (4.04)	33.65 (3.74)	34.60 (3.84)
Access to Information and Feedback	EM - 9 SM - 5 NE - 6	27.55 (3.93)	26.50 (3.47)	24.33 (3.47)

**Results**

Performance	EM - 11 SM - 8 NE - 6	20.00 (4.00)	18.61 (3.72)	19.34 (3.87)
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Source: Researcher, (2016)

Reading from Table 4.6 several significant differences were observed between the different occupation levels of staff on the Training and development, Input and Control of Work and Access to information and feedback. The mean score test highlighted a varying perceptions on both the three constructs, especially variables between Executive Management and the remaining occupation groups. Within the result dimension of activities increased progressively with higher seniority in the Agency, mean score of 4.0, rated highest by Executive Management, 3.72 to senior managers and 3.87 for normal employees.

#### 4.5.1.2 Demographic Analysis on Age

**Table 4.7: Age – Mean**

	N	25 - 35 (A1)	36 - 45 (A2)	46 -55 (A3)	56 + (A4)
		Raw Score Mean	Raw Score Mean	Raw Score Mean	Raw Score Mean

##### Enabler

Training and Development	A1 - 9 A2 - 4 A3 - 2 A4 - 2	19.43 (3.89)	18.25 (3.65)	21.00 (4.20)	16.50 (3.00)
Employee Inputs and Control of work	A1 - 9 A2 - 2 A3 - 3 A4 - 2	33.82 (3.76)	36.50 (4.05)	34.65 (3.85)	36.50 (4.05)
Access to Information and Feedback	A1 - 9 A2 - 4 A3 - 3 A4 - 3	25.95 (3.71)	25.50 (3.64)	26.33 (3.76)	28.66 (4.09)

##### Results

Performance	A1 - 10 A2 - 4 A3 - 3 A4 - 3	19.70 (3.94)	18.75 (3.75)	19.01 (3.80)	20.33 (4.07)
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Source: Researcher, (2016)

The mean scores of the four different age groups (25-35, 36-45, 46-55, and 56+) on the scales of the Training, Input and Control of Work, Access to Information and Feedback and Performance are compared in Table 4.7. Agreed statements from all constructs as recorded more than 3. Although the mean test showed no difference between any of the age groups selected for the study, the group of respondents (46-55 years) rated high on Training and there was a progressive increase in the ratings on the other construct to the same group.

#### 4.5.1.3 Demographic Analysis of Duration of Work

**Table 4.8: Duration – Mean**

	N	1-5 ys P1	6-10ys P2	11 –20ys P3	21 – 30ys P4	31 + P5
<b>Enabler</b>						
Training and Development	P1 - 5 P2 - 7 P3 - 3 P4 - 3 P5 - 1	19.40 (3.88)	19.15 (3.83)	20.99 (4.20)	17.32 (3.46)	15.00 (3.00)
Employee Inputs and Control of work	P1 - 4 P2 - 9 P3 - 2 P4 - 2 P5 - 3	40.25 (4.47)	41.56 (4.62)	39.00 (4.330)	32.00 (3.55)	32.66 (3.63)
Access to Information and Feedback	P1 - 5 P2 - 8 P3 - 3 P4 - 3 P5 - 3	28.40 (4.06)	24.13 (3.45)	24.37 (3.48)	28.34 (4.05)	24.65 (3.52)
<b>Results</b>						
Performance	P1 - 5 P2 - 10 P3 - 3 P4 - 3 P5 - 3	19.60 (3.27)	18.70 (3.12)	17.66 (2.94)	16.33 (2.72)	17.32 (2.89)

Source: Researcher (2016)

The mean scores of the four different occupational groups (1 - 5, 6-10, 11-20, 21 – 30, and 31+) on the scales of the Training, Input and Control of Work, Access to Information and Feedback and Performance are compared in Table 4.8. Agreeing with statements on aspects of enabler construct items as they record more than 3, while performance construct show disagreeing, recording less than 2 in both statements. Although the mean test showed no difference between any of the occupation groups of the enabler constructs selected for the study, the group of respondents (6-10 years) rated high on input and control of work scoring 4.62. While performance construct has recorded a disagreeing from groups 11 – 20 years, 21 - 30yers and 31 years and above.

#### **4.5.3 Descriptive Statistics Analysis using Central Tendency and Pearson**

##### **Moment Methods for Research Objectives**

The Pearson correlations were carried between the various items within constructs and between statements in the constructs. The variables scales within the extent of the Training and development, Inputs and Control of work, Access to Information and Feedback constructs, as well as between the scales of the Performance construct, are examined. Thereafter, in latter section is carried on measurement and area level to limit and strengthen the large amount of information.

The Pearson Correlation analysis provides an indication of the extent to which variables are associated positively or negatively. The strong point of the association is indicated by an  $r$  value, or correlation coefficient, which varies between  $-1$  and  $1$ . A perfect negative relationship is denoted by a correlation coefficient of  $-1$ , and a

perfect positive relationship with 1. A positive relationship signifies that the values of one variable increase as the same as those of the other variable increase, and vice versa. A significant relationship is indicated by a p-value smaller than or equal to 0.05.

#### 4.5.3.1 Using Central Tendency and Pearson Moment

- (a) **Objective one: To assess the outcome of relevant training to employee on organizational performance**

**Table 4.9: Descriptive Statistics for the Attributes of the Training and Development**

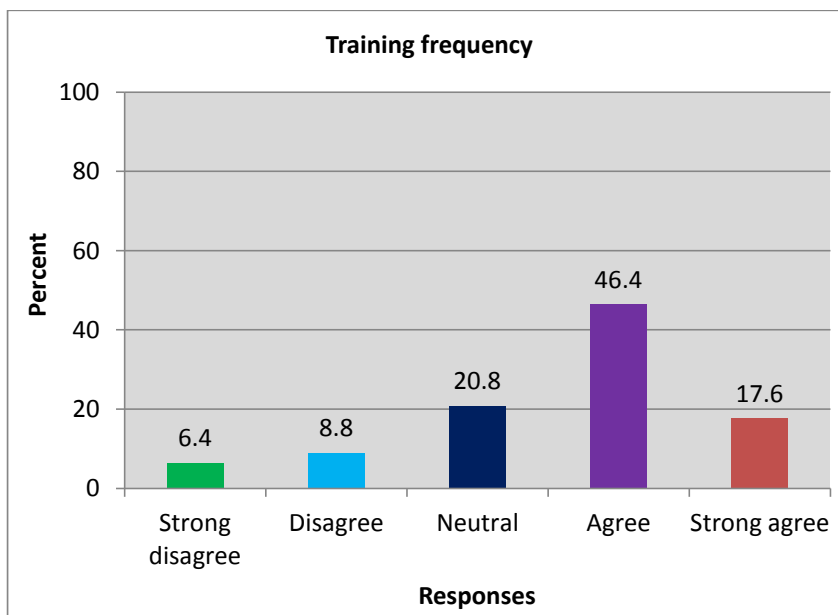
Attributes	Score range	Minimum Score	Maximum Score	Mean Score	Std Dev
Existence of Training plan	1 – 5	1	5	3.913	0.793
Skills and Competencies	1 – 5	1	5	3.800	1.080
Number of trainings attended per year	1 – 4	1	4	2.545	0.962
The Impact of Training	1 – 4	1	4	4.040	0.978
Job role after training	1 – 5	1	5	3.800	0.957
				18.090	

Source: Researcher, (2016)

The Training construct was constituted by five statements, namely, existence of training plan, skills and competencies, number of training attended per year, the impact of training and job role after training. Respondents indicate their level of agreement with the statements, ranging from 1 (strongly disagree) to 5 (strongly agree) whereas in between being undecided. A score below 3 was considered as disagreement with the statement and above 3 agreed with the statement, hence is

taken that GPSA are faring well. The scores ranged from 1 to 5, statement wise and 5 to 25 construct wise. A total mean score was calculated over all items in the construct, and interpretation was based on standard and calculated mean scores. A standard mean is taken to be 3 statements wise and 15 construct wise.

The Table 4.9 generally, the respondents indicate agreement almost on all statements, except the statement on a number of training employee participate per year there is disagreement recording 2.545. Likewise, an aggregate mean indicated agreement with the status recording 18.090. The mean scores for five statements are closely similar ranging from 2.545 to 4.040 and indicating respondents were of the similar opinion. On the other hand standard deviation in all statements recorded low, meaning that the respondents had similar views.



**Figure 4.1: Frequency Distribution for Training Construct**

Source: Researcher, (2016)

The Training and development researcher labeled the X-axis as responses denoted by 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4 Agree: 5: Strongly Agree and y-axis as a percentage. The frequency distribution method was used to add to result obtained from the central tendency. Figure 4.3 show that 46% of the respondents indicate agreement and 18 strong agreements that the training construct is important and management of the Agency is performing well. Only 15 percent in total who have disagree. In essence, as the management engages more to people training, the effect toward performance is very positive.

**(b) Objective two: To investigate the effect of allowing employees to have input and control of their work on organizational performance**

**Table 4.10: Descriptive Statistics for the Attributes of the Inputs and Control of Work**

Attributes	Score range	Minimum Score	Maximum Score	Mean Score)	Std Dev
Existence of Orientation program	4 – 5	4	5	4.217	0.422
Equipped with Agency Mission and Vision	2 – 5	2	5	3.920	0.812
Staff Empowerment	2 – 5	2	5	4.120	0.727
Staff dialogue	1 – 5	1	5	3.565	1.161
Encouragement of creativity and ideas	1 – 5	1	5	3.208	1.021
Performance evaluation against appropriate targets	3 – 5	1	5	3.708	0.908
Encouragement of work achieved and succeeding	3 – 5	3	5	4.083	0.408
Hard working spirit	2 – 5	2	5	4.042	0.690
Leaders' expectation for employee work	3 – 5	3	3	4.00	0.659
				31.263	

Source: Researcher, (2016)

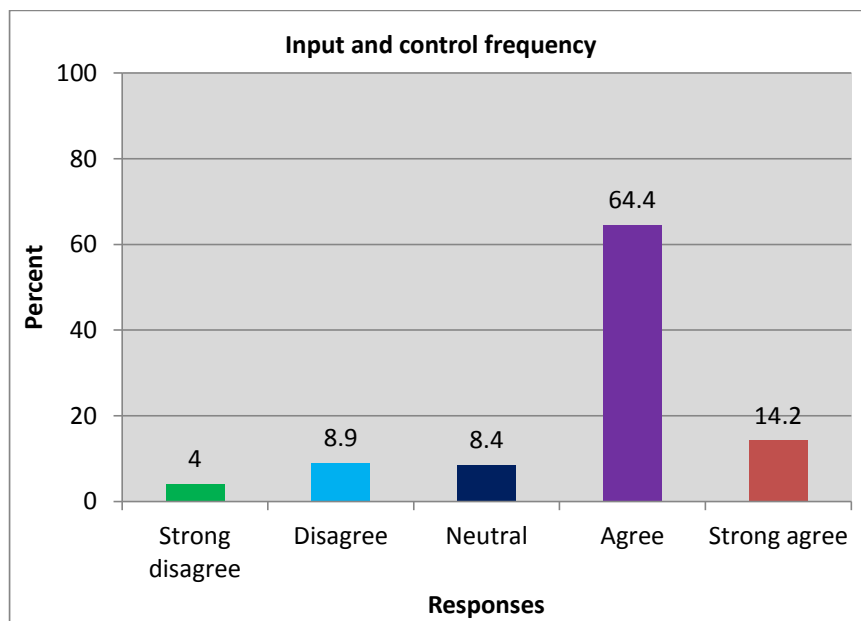


The Input and Control of Work construct was composed of nine statements, namely, Existence of the orientation program, Equipped with Agency Mission and value, Staff Empowerment, Staff dialogue, Encouragement of creativity and ideas, performance evaluation against appropriate targets, Encouragement of work achieved and succeeding in hard working beyond leader's expectation for employees. Respondents indicate their level of agreement with the statements, ranging from 1 (strongly disagree) to 5 (strongly agree) whereas in between being undecided. A score below 3 was considered as disagreement with the statement and above 3 agreed with the statement. Hence is taken that GPSA is doing well. The scores ranged from 1 to 5, statement wise and 9 to 45 construct wise. A total mean score was calculated over all items in the construct, and interpretation was based on standard and calculated mean scores. A standard mean is taken to be 3 statements wise and 27 construct wise.

The Table 4.10 generally, the respondents indicates agreement to all statements, with highest statement, "Existence of Orientation program" recording 4.217. Likewise, an aggregate mean indicated agreement with the status recording 31.263. The mean scores for all statements are closely similar ranging from 3.208 to 4.217 and indicating respondents' opinions are close hence, having of the similar opinions.

The Input and control of work labelled the X-axis as responses denoted by; 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4 Agree: 5: Strongly Agree and y-axis as a percentage. The Input and Control of work as indicated in Figure 4.2 show respondents in agreeing constitute 65 percent, followed by strongly agreed to record 14 percent. This cement the finding from the central tendency method where it was

revealed that respondents are happy with the Agency the way they consider sharing self determination for employees.



**Figure 4.2: Frequency Distribution for Input and Control of Work**

Source: Researcher, (2016)

**(c) Objective Three: To examine the effect of employee access to information flow from the source and immediate feedback on organization performance**

The Access of Information and Feedback construct built on seven statements; My coach provides formal feedback for my effort, there is performance appraisal in our organization, assessment is regularly done in our organization, information from the management is well disseminated to all relevant employees, All information is easily accessed by all relevant employees, Management works closely with normal employees, and Exchange of ideas among all staff is our organizational culture.

Respondents point out their level of agreement with the statements, ranging from 1 (strongly disagree) to 5 (strongly agree) whereas in between was undecided. A score below 3 was considered as disagreement with the statement and above 3 agreed with the statement, by agreeing means the Agency is doing well.

**Table 4.11: Descriptive Statistics for Access of Information and Feedback**

Attributes	Score range	Minimum Score	Maximum Score	Mean Score	Std. Dev Raw score
My coach provides formal feedback for my efforts	2 – 5	2	5	3.826	0.984
Performance appraisal in our organization	3 – 5	3	5	4.250	0.676
Assessment is regularly done in our organization	3 – 5	3	5	4.000	0.419
Information from the management is well disseminated to all relevant employee	2 – 5	2	5	3.640	0.860
Information are easily accessed by all relevant employees	2 – 5	2	5	3.480	0.918
Management work closely with normal employees	2 – 5	2	5	3.520	0.918
Exchange of ideas all staff staff is our organization culture	2 – 5	2	5	3.600	1.115
				26.316	

Source: Researcher, (2016)

The scores ranged from 1 to 5, statement wise and 7 to 35 construct wise. A total mean score was calculated over all items in the construct, and interpretation was based on standard and calculated mean scores. A standard mean is taken to be 3 statements wise and 21 construct wise.

The Table 4.11 generally, the respondents indicates agreement almost on all statements; with highest on performance appraisal in our organization with a score of 4.25 and lowest on information are easily accessed by all relevant employees with a score of 3.48 and therefore no item scored below 3. Likewise, an aggregate mean indicated agreement with the status recording 26.316. The mean scores for seven statements are closely similar ranging from 3.48 to 4.25 and indicating respondents were of the same opinion.

#### 4.5.4 Employee Work Performance

**Table 4.12: Descriptive Statistics for the Attributes of the Organizational Performance**

Attributes	Score range	Minimum Score	Maximum Score	Mean (Score)	Std. Dev
Recognition of efforts	2 - 5	2	5	3.880	0.833
Performance appraisal	2 - 5	2	5	3.840	0.898
Regularity of assessment	2 - 5	2	5	3.920	0.812
Information sharing	2 - 5	2	5	3.800	0.866
Ease of access information	2 - 5	2	5	3.960	0.676
				19.400	

Source: Researcher, (2016)

The Performance construct was constituted by five statements, Recognition of efforts, Performance appraisal, Regularity of assessment, Easiness of access information, easiness of access information and Management collaboration with employees. Respondents indicate their level of agreement with the statements,

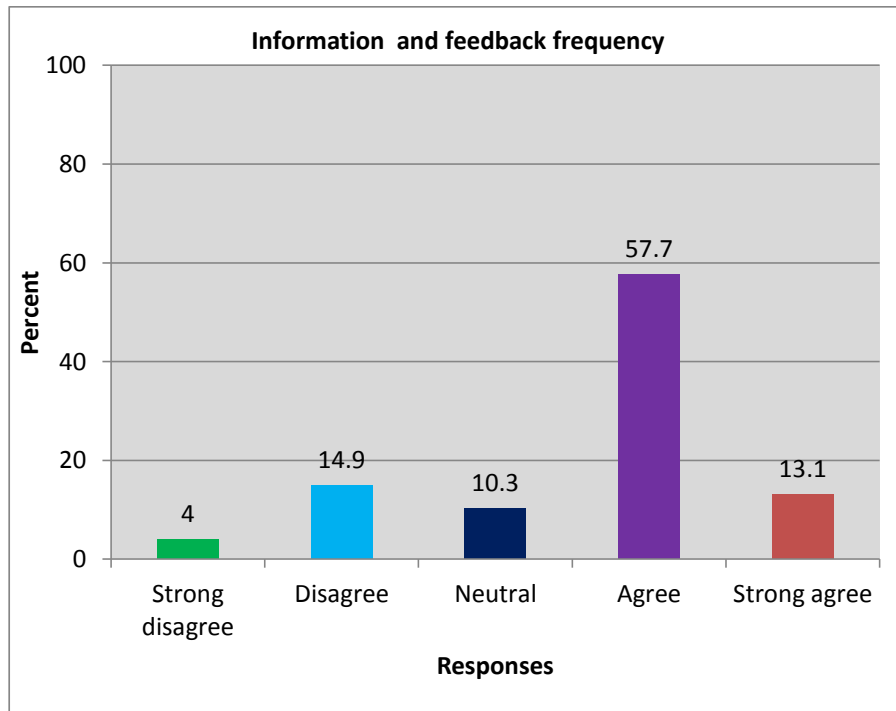
ranging from 1 (strongly disagree) to 5 (strongly agree) whereas in between was undecided. A score below 3 was considered as disagreement with the statement and above 3 agreed with the statement, hence is taken that GPSA are faring well. The scores ranged from 1 to 5, statement wise and 5 to 25 construct wise. A total mean score was calculated over all items in the construct, and interpretation was based on standard and calculated mean scores. A standard mean is taken to be 3 statements wise and 15 construct wise.

The Table 4.12,generally, the respondents indicate agreement in all statements, likewise, an aggregate mean indicated agreement with the status recording 19.40. The mean scores for five statements are closely similar ranging from 3.800 to 3.960. Thus, respondents were of the similar opinion.

#### **4.5.5 Analysis of Frequency Distribution of Access to Information Construct**

Access of Information and feedback the X-axis labeled as responses denoted by; 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4 Agree: 5: Strongly Agree and Y-axis as a percentage. To add to what result obtained from performing the central tendency method, the data from where subjected to Figure 4.3 as depicted below.

The figure shows that highest responses were agreeing follow by disagreeing. In total the agreeing and strong agreeing constitute 71 percent. This implies that respondents are happy the way the Agency considering sharing information as the culture of the Agency.



**Figure 4.3: Frequency Distribution for Access to Information and Feedback**  
Source: Researcher, (2016)

#### **4.6 Pearson Correlations between the Training and Development, Input and Control of Work, and Access of Information and Feedback**

The construct of Training and development had five statements, Input and Control of work nine statements and Access to information and Feedback seven statements, which were subjected to seeing whether they correlate to the performance statement of six statements.

##### **4.6.1 Correlations within the Training and Development Construct and Performance**

Table 4.13 shows the relationship existed between Training construct and all Performance construct statements. This was done in an effort to supplement the

result obtained using central tendencies methods, i.e. mean, median and mode. From the table depict significant positive correlation on Training plan in an organization and to both statements of performance construct, namely Recognition of effort on goals and objectives with coefficient and a significance level of  $r = 0.636$ ,  $p < 0.003$ , Organization strategic priorities'  $r = 0.519$ ,  $p < 0.019$ , Dissemination of performance  $r = 0.519$ ,  $p < 0.019$ ;  $r = 0.550$ ,  $p < 0.012$  and attainment of objectives in 2015/16,  $r = 0.503$ ,  $p < 0.024$  respectively. On the other hand, insignificant correlation indicated on all remaining statements.

**Table 4.13: Pearson Correlations between the Training and Performance Constructs**

	Goals and objectives	Strategic priorities	Dissemination of performance	Challenges organization	objectives attained
Training plan in an organization	0.636**	0.519*	0.519*	0.550*	0.503*
	0.003	0.019	0.019	0.012	0.024
Attending training concerning job description	0.327	0.089	0.267	0.200	0.333
	0.160	0.709	0.256	0.398	0.152
Number of training attended	0.086	0.070	0.000	0.118	0.222
	0.718	0.768	1.000	0.620	0.347
Training and impacts	0.309	0.000	0.253	0.287	0.304
	0.184	1.000	0.283	0.221	0.192
Changes before and after training received	0.224	0.183	.0456*	0.382	0.240
	0.343	0.441	0.043	0.096	0.308

Source: Researcher, (2016)

#### **4.6.2 Pearson Correlation between employees input and control of work and performance**

There is relationship existed between employee Inputs and control of work construct and Employee performance constructs as shown in Table 4.14. The Pearson moment method was used to supplement the result obtained using central tendencies methods, i.e. mean median and mode. From the table depict significant positive correlation on a number of variables, with an exception to the statements: I work with an increasing

sense of succeeding and I have enthusiasm, which indicated an insignificant correlation.

**Table 4.14: Pearson Correlations between the ICW and Performance**

	Strategic for objectives	strategic priorities	Dissemination performance	Challenges a solved	objectives in 2015/16
Orientation on goals and objectives	0.319	0.499*	0.501*	0.416	0.162
	0.159	0.021	0.021	0.061	0.483
Collaboration on working	0.449*	0.543*	0.270	0.482*	0.478*
	0.041	0.011	0.237	0.027	0.028
Full authority in accomplishing my task	0.577**	0.609**	0.685**	0.560**	0.404
	0.006	0.003	0.001	0.008	0.069
Regular open discussion among	0.421	0.561**	0.365	0.513*	0.585**
	0.057	0.008	0.104	0.017	0.005
Staff is free to bring in his inputs	0.281	0.357	0.137	0.329	0.459*
	0.218	0.112	0.553	0.146	0.036
Each activity, project or program has its targetf is evaluated	0.684**	0.700**	0.372	0.721**	0.810**
	0.001	0.000	0.097	0.000	0.000
Work with increasing sense of succeed	0.202	0.397	0.404	0.269	0.197
	0.381	0.075	0.069	0.238	0.392
Enthusiasm to try harder	0.196	0.307	0.324	0.241	0.108

Source: Researcher, (2016)

Table 4.15 shows the association existed between Access to Information and Feedback and Performance construct. This was done in an effort to supplement the result obtained using central tendencies methods, i.e. mean, median and mode. From the table depicts insignificant positive correlation on number of statement between constructs. On the other hand, insignificant correction indicated on all remaining statements.



#### 4.6.3 Effect of Employee Access to Information and Feedback and Performance

**Table 4.15: Pearson Correlations between the Access to Information and Performance**

	Reaching goals and objectives	Strategic priorities	Dissemination of performance reports	The challenges are well solved	Majority of objectives, Attained
My coach provides formal feedback	0.531**	0.580**	0.500*	0.594**	0.447*
	0.009	0.004	0.015	0.003	0.033
Performance appraisal in our organization	0.452*	0.585**	0.626**	0.549**	0.398
	0.030	0.003	0.001	0.007	0.060
Assessment is regularly done	0.278	0.377	0.289	0.262	0.453*
	0.199	0.076	0.182	0.228	0.030
Information from the management is well disseminated	0.639**	0.795**	0.690**	0.740**	0.550**
	0.001	0.000	0.000	0.000	0.007
Information is easily accessed	0.760**	0.719**	0.617**	0.718**	0.611**
	0.000	0.000	0.002	0.000	0.002
Management work closely with normal employees	0.566**	0.726**	0.618**	0.728**	0.616**
	0.005	0.000	0.002	0.000	0.002
Exchange of ideas all staff is our culture	0.599**	0.712**	0.641**	0.676**	0.316
	0.003	0.000	0.001	0.000	0.142

Source: Field Data, (2016)

#### 4.7 Discussion of the Research Findings

The previous section of the chapter dealt with analysis of the findings and results are discussed hereunder. The analysis yields interesting and varying results. A discussion of the findings starts with the reliability and descriptive statistics of demographic variables of the respondents; the questionnaire measurement is followed by an overview of the interplay between the constructs of Training and Development, Inputs and Control of work, and Access of Information and Feedback. The last part of focused on the relationships between the said constructs using Pearson Moment Coefficient.

#### **4.7.1 Reliability of the Questionnaire Instruments**

Using Cronbach alpha coefficients the reliability of the Training and Development, Inputs and Control of Work, and Access of Information and Feedback was found to be acceptable in all constructs with lowest under Training and Development. The reliability coefficients of the sample were in agreement with those determined from theory, therefore, all scales of the constructs contributed towards the research objective and towards the explanation of the results.

#### **4.7.2 Descriptive Statistics of the Demographic Variables**

Demographic variables are personal characteristics that influence the employee level of decision of whether to agree or not. This study focused on the age, gender, duration of work, and occupation of staff in the organization, with a view to determine whether any significant differences existed between employee groups, based on mean score comparisons. In the section below the results found, are discussed in terms of the various literature and theory. The findings revealed that demographic variable have differing influence on attaining organizational goals. In this study the perception of various items was related to demographic variables. The following discussion should make reference to Appendix C and above tables and presentations.

##### **4.7.2.1 Demographic Variables and Training and Development Construct**

Generally, age wise, the highest agreement score was on “Training I have received have an impact with my job performance scoring 4.40, and lowest, on “Number of training I attended score 2.50. Despite having a general view within the group,

respondents had ailed views in accord to sub group. The group had four subgroups, namely, 25 -35 years, 36 – 45 years, 46 – 55 years, and 56 years and above.

The highest score for this group was at the age of 46 – 55 years indicated highest score on “ There is a training plan in the Agency, I have attended training about my job description, scoring 4.50 follow by sub group 25 – 35 years scoring 4.44 on the same item statement. The lowest scored item was “Number of training I attended scoring for the group of 36 – 45 years scoring 3.00. However, the group taking the highest score was 4.17 on “ The training I have received have an impact on my job performance, and lowest 2.70 on “Number of training I attended”.

The analysis of a gender group shows, the highest score for female was 4.40 on “The training I have received have an impact on my job performance, and lowest score 32.50 on “Number of training I attended”. Male recorded the highest score of 4.09 on “ I have attended training on my job description and the training I have achieved have impact to my job description, and lowest 2.50 on the number of training I attended”. However, in general the gender group indicates highest score of 4.25 on “The training I have achieved have impact to my job description, and lowest score, 4.00 There are changes before and after training I have received.”

The group of occupational consisted of Executive management, senior management and normal employees. The Executive management highest score was 4.11 on “There is a training plan in the Agency and the training I have achieved has impact to my job description, and lowest 2.89 on “Number of training I attended”. The senior management had their highest of score 4.40 on “There are changes before and after

training I have received, and lowest on “Number of training I attended scoring 2.60. Lastly, normal employee had the highest scores of 4.50 on “The training I have achieved has impact to my job description, and lowest score of 2.17 on “Number of training I attended. General view of the group, highest score was 4.25 on “The training I have achieved has impacted to my job description, and lowest 2.60 on “Number of training I attended”.

Lastly, analysis of training constructs and demographic variable is the duration or tenure group. The group consisted of four subgroups, 1 – 5 years, 6 – 10 years, 11 – 20 years, and 21 years and above. The highest score indicated by sub group of 11 – 20 on “The training I have achieved has impact to my job description, scoring 5.00, lowest group of 1 -5 years scoring 1.80 on “Number of training I attended.

#### **4.7.2.2 Demographic Variables and Input and Control of Work Construct**

Four sub groups of age were -35 years, 36 – 45 years, 46 – 55 years, and 56 years and above The group indicated the highest score on “ I work more than my leader’s expectation scoring 4.5 from the subgroup of 36 -45 and 56 and above. The lowest was 2.67 from sub group, 46 – 55. Generally the total group view indicated the highest was 4.20 on I oriented thoroughly on achievement of organizational goals and objectives”. On the other hand the lowest was 4.00 in all-remaining statements under the construct.

The analysis of a gender group indicates, the highest score for the subgroup was 4.25 on “I was oriented thoroughly on achievement of organizational goals and objectives, and lowest score 3.20 on “Each staff is free to bring his or her inputs and all

suggestions are effectively taken by responsible leader for implementation if they comply with the activity”. However sub group wise both have indicated. I oriented thoroughly on achievement of organizational goals and aims be their first priority scoring 4.12 and 4.33 for female and male. The lowest recorded of 2.75 from a female on “Each staff is free to bring his or her inputs and all suggestions are effectively taken by the responsible leader for implementation if they suit with the activity.” The group did not deviate much on most of item statements.

The group of occupational recorded highest score of 4.33 from senior management, and least score of 2.50 from the same subgroup. However, in general the highest score for the entire group is 4.20 on “I was oriented thoroughly on achievement of organizational goals and objectives, scoring, and the lowest 3.00 on “each staff is free to bring in his or her inputs and all suggestions are effectively taken by the responsible leader for implementation if they suit with the activity.”

Lastly, demographic variable duration or tenure discussed. The group consisted of four subgroups, 1 – 5 years, 6 – 10 years, 11 – 20 years, and 21 years and above. The highest score shown by sub group of 1 – 5 years on “ I have an enthusiasm to try harder scoring 4.75, and lowest from a group of 21 – 00 years with a score of 2.00 on “each staff is free to bring in his or her inputs and all suggestions are effectively taken by the responsible leader for implementation if they comply with.

#### **4.7.2.3 Demographic Variables and Access of Information and Feedback**

##### **Construct**

Generally, age wise, the highest agreeing score was on “training I have received have an impact with my job performance scoring 4.40, and lowest, on “Number of training

I attended score 2.50. Despite having a general view within the group respondents had ailed views in accord to sub group. The group had four subgroups, namely, 25 - 35 years, 36 – 45 years, 46 – 55 years, and 56 years and above.

The highest score for this group was on the age of 46 – 55 years, a score of 4.50 on “There is a training plan in the Agency, I have attended training about my job description scoring, follow by sub group 25 – 35 years scoring 4.44 on the same item statement. The least scored item was “Number of training I attended scoring 3.00 from the group of 36 – 45 years. However, the group taking the highest score was 4.17 on “The training I have received have an impact on my job performance, and lowest 2.70 on “Number of training I attended”.

The gender group shows, the highest score for the entire group is “4.32 on “There is performance appraisal in the Agency, and lowest on “All information are easily accessed by all relevant employees”, scoring 3.54. However, on sub group the highest is 4.33 from gender on “There is performance appraisal in the Agency”, and lowest 3.00 from the same subgroup, on “Exchange of ideas among all staff is our organizational culture”. Male recorded the highest score of 4.31 on “There is performance appraisal in the Agency”. This has shown that both groups had the same ranking priority of placing there is performance appraisal in the Agency”.

The group of occupational consisted of Executive management, senior management and normal employees. The Executive management highest score was 4.18 on “There is performance appraisal in the Agency and Exchange of ideas among all staff is our organizational culture”, and the lowest 3.33 on “All information is easily

accessed by all relevant employees”. Number of training I attended”. The senior management had their highest of score 4.50 on “there is performance appraisal in the Agency”, and lowest on “Management work closely with normal employees, score 3.33. Lastly, normal employee has highest scores of 4.17 on. “There is performance appraisal in the Agency and lowest of score 2.50 on “Exchange of ideas among all staff is our organizational culture.”

Access to information and feedbacks construct and demographic variable on duration or tenure group was discussed. The group consisted of four subgroups, 1 – 5 years, 6 – 10 years, 11 – 20 years, and 21 years and above. The highest score of 4.67 was from sub groups 11 – 20 and 21 – 30 on “There is performance appraisal in the Agency and group scoring lowest was 6 – 10 years score 3.12 on “Management work closely with normal; employee. “ Generally the statement that “There is performance appraisal in the Agency scored highest 4.26, and “All information is easily accessed by all relevant employees

#### **4.7.2.4 Demographic Variables and Performance Construct**

The analysis of a gender group revealed that, the highest score for female was 4.200 on “majority of objectives in the year 2015/2016 attained, and lowest score 3.80 on “organizational priorities are in place”. On male side the highest score was 3.93 on “there is a system of report dissemination of performance to relevant users, and the lowest 3.71 on “challenges in the organization are well solved”. However, in general the gender group indicates highest score 3.96 on “majority of objectives in the year 2015/2016 attained, and lowest score 3.79 on “challenges in the organization are well solved”.

Occupation group consisted of Executive management, senior management and normal employees analyzed too. The Executive management highest score was 4.09 on “. Organizational priorities for attaining objectives were in place, and the lowest 3.90 on “majority of objectives in the year 2015/2016 attained”. The senior management had their highest agreement of score 4.00 on “there is a system of report dissemination of performance to relevant users, and lowest on “there are strategies for reaching goals and objectives of the Agency scoring 3.62.

Lastly, normal employee had also provided their view and the highest scores were 4.33 on “majority of objectives in the year 2015/2016 attained, and the lowest score of 3.67 on three items “ strategies for reaching goals and objectives are in place, organizational priorities are in place and challenges in the Agency are well solved. General view of the group, the highest score is 3.96 on “majority of objectives in the year 2015/2016 attained and the lowest 3.80 on “challenges in the organization are well solved”.

The analysis of a gender group revealed that, the highest score for female was 4.200 on “majority of objectives in the year 2015/2016 attained, and lowest score 3.80 on “organizational priorities are in place”. On male side the highest score was 3.93 on “there is a system of report dissemination of performance to relevant users, and the lowest 3.71 on “challenges in the organization are well solved”. However, in general the gender group indicates highest score 3.96 on “majority of objectives in the year 2015/2016 attained, and lowest score 3.79 on “challenges in the organization are well solved”.



Occupation group consisted of Executive management, senior management and normal employees analyzed too. The Executive management highest score was 4.09 on “. Organizational priorities for attaining objectives were in place, and the lowest 3.90 on “majority of objectives in the year 2015/2016 attained”. The senior management had their highest agreement of score 4.00 on “there is a system of report dissemination of performance to relevant users, and lowest on “there are strategies for reaching goals and objectives of the Agency scoring 3.62.

Lastly, normal employee had also provided their view and high scores were 4.33 on “majority of objectives in the year 2015/2016 attained and the lowest score of 3.67 on three items “ strategies for reaching goals and objectives are in place, organizational priorities are in place and challenges in the Agency are well solved. General view of the group, the highest score is 3.96 on “majority of objectives in the year 2015/2016 attained and the lowest 3.80 on “challenges in the organization are well solved”.

In a case of Age despite showing highest agreement on “majority of objectives in 2015/2016 attained recording score of 4.0, and lowest, on “challenges in organization are well solved scoring 3.80, they differ between the four groups of age, namely 25 - 35 years, 36 – 45 years, 46 – 55 years, and 56 years and above. An Age group of 25 – 35 years indicated highest score on “strategies in reaching goals and objectives are in place scoring 4.00, and lowest on ‘Challenges in Agency are well solved scoring 3.80.

Lastly, analysis of performance constructs and demographic variable is duration group. The group consisted of four subgroups, 1 – 5 years, 6 – 10 years, 11 – 20

years, and 21 years and above. The subgroup of 1 – 6 years indicate a highest score of 4.00 on “strategies for reaching goals and objectives are in place, “organizational priorities for attaining objectives are there, and there is a system of report dissemination of performance to relevant users The lowest score is on “challenges in the organization are well solved” and majority of objectives in the year 2015/2016 attained.

#### **4.8 Descriptive Statistics of the Objectives**

The descriptive statistics calculated for each questionnaire namely sample size, score range, mean and standard deviation, gave an overview of the performance of the research sample of the various tests, and of the variance of the scores on each statement of the Training, Inputs and Control of Work, and Access to Information and Feedback constructs. For each of the questionnaire instruments the sample group’s performance compared to that of the average group in the theoretical understanding. For the most part, there was also little variance in scores within and across the statements of the four constructs

With respect to the Training construct, the results show that the score variance within each statement was small, as was the case for the variance between statements. This indicated that the sample respondents experienced similar levels of agreement or disagreement with statements. Given most of the statement mean score indicated the respondents are in agreement, scoring mean more than 3.

Regarding the performance on the other constructs Input and Control of Work and Access of Information and Feedback, the results showed little variation in responses

within the constructs and 16 statements, as well as between the statements, except for the scores of the statements “I work with an increasing sense of succeeding and I have an enthusiasm to try harder indicated insignificant scoring below expectation of 3 and above.

#### **4.8.1 Objective One on Training and Development**

The objective was analyzed through central tendency and later subjected to Pearson moment. Both methods have found that most of the items have shown to be above average under central tendency approach. On Pearson test has shown a significant correlation of the item under the construct “The Training plan in an Agency is in place “correlated well with “There are strategies for reaching goals and objectives, the Agency sets strategic priorities, dissemination of performance report, challenges in the organization are well solved and a majority of objectives of 2015/2016 attained, with coefficient and significance of  $r = 0.638$ ,  $p < 0.003$ ;  $r = 0.0519$ ,  $p < 0.019$ ;  $r = 0.519$ ,  $p < 0.019$ ;  $r = 0.550$ ,  $p < 0.012$ ; and  $r = 0.503$ ,  $p < 0.024$  respectively.

The other significant correlation was observed on “changes before and after training and dissemination of performance report with coefficient and significance of  $r = 0.453$ ,  $p < 0.043$ . The remaining items in the construct were insignificant. The result is in line to Wright and Geroy (2001), who revealed that, individual proficiency changes through proper and appropriate training programs. It facilitates the general improvement of employee and enhance the appropriate knowledge, skills an attitude of the workers to perform a job effectively and efficiently.

#### 4.8.2 Objective Two on Input and Control of Work

On Input and Control of Work constructs, the Pearson test revealed significant correlation on. “ I was oriented thoroughly on achievement organization goals and objectives with, Organizational strategic priorities, and dissemination of performance report with coefficient and significance of  $r = 0.499$ ,  $p < 0.021$  and  $r = 0.521$ ,  $p = 0.021$  respectively. Collaboration in working Agency mission and vision correlated significantly with “Strategies for reaching goals and objectives  $r = 0.499$ ,  $p < 0.041$ , Agency strategic priorities  $r = 0.543$ ,  $p < 0.011$ , challenges in the Agency are well solved  $r = 0.482$ ,  $p = 0.027$ ; and majority of objectives in 2015/2016 attained  $r = 0.478$   $p < 0.028$  with coefficient and significance indicated.

Full authority in accomplishing my task provided fall in my job description correlated well with “strategies for reaching goals and objectives,, organizational strategic priorities, dissemination of performance reports, challenges in the Agency are well solved, with coefficient and significance of  $r = 0.577$ ,  $p < 0.006$ ;  $r = 0.609$ ,  $p < 0.003$ ;  $r = 0.689$ ,  $p < 0.001$ ; and  $r = 0.560$ ,  $p < 0.008$ , on regular open discussion among staff concerning, strength and weaknesses in job performance starting at departmental level correlate well and Organizational strategic priorities  $r = 0.561$ ,  $p < 0.008$ ; Challenges in the Agency are well solved  $r = 0.513$ ,  $p < 0.017$ , and the majority of 2015/2016 attained  $r = 0.585$ ,  $p < 0.003$  with coefficient and significance shown.

While staff is free to bring his/her inputs and all suggestions are effectively taken by the respective leader for implementation and majority of objectives of 2015/2016 attained, with coefficients and significance of  $r = 0.459$ ,  $p < 0.036$  Item of “I work

than my leader expectation correlate well and strategies for reaching organizational goals and objectives  $r = 0.557$ ,  $p < 0.009$ ; organizational strategic priorities  $r = 0.683$ ,  $p < 0.001$ ; challenges in the Agency are well solved  $r = 0.767$ ,  $p < 0.000$  and major objectives in 2015/2016 attained  $r = 0.628$ ,  $p < 0.002$  with coefficient and significant shown. On the other hand, items “Increasing sense of succeeding and enthusiasm to try harder indicates insignificance to all items under performance construct.

Despite indicating respondents scoring high and low, but most scores areas above the standardized mean score, with the exception to item on “ Number of training attended per year recorded a score of 2.54 below 3. Training is important for an employee as it sharpen and improve skills and competencies on a regular basis.

#### **4.8.3 Objective Three on Access of Information and Feedback**

Access to Information and Feedback was also subjected to Pearson test. The analysis revealed that most of the items under this construct correlated well to performance items specifically to “My coach provides formal feedback for my efforts” with coefficient and significance to all statements,  $r = 0.631$ ,  $p < 0.009$ ,  $r = 0.580$ ,  $p < (0.004$ ;  $r = 0.500$ ,  $p < 0.015$ ;  $r = 0.595$ ,  $p < 0.003$ ), and  $r = 0.447$ ,  $p = 0.030$ . There is performance appraisal in our Agency to four statements with  $r = 0.452$ ,  $p < 0.030$ :  $r = 0.585$ ,  $p < 0.003$ ,  $r = 0.626$ ,  $p < 0.001$ , and  $r = 0.54$ ,  $p < 0.007$ “.

Assessment is regularly done in our Agency with exchange of ideas among all staff is our organizational culture 0.453(0.030). Information from the management is well disseminated to relevant employees correlated well to all statements” challenges

in the Agency are well solved with coefficient and significance of  $r = 0.63$ ,  $p < 0.001$ ,  $r = 0.795$ ,  $p < 0.000$ ,  $r = 0.690$ ,  $p < 0.000$ ,  $r = 0.740$ ,  $p < 0.000$ , and  $r = 0.550$ ,  $p < 0.007$  as well as to “All information is easily accessed by all relevant employees, correlated to all statements, with coefficient and significance  $r = 0.760$ ,  $p < 0.000$ ;  $r = 0.719$ ,  $p < 0.000$ ;  $r = 0.617$ ,  $p < 0.0120$ ;  $r = 0.718$ ,  $p < 0.000$ , and  $r = 0.611$ ,  $p < 0.0020$ . Likewise Management work closely with normal employees correlated well to all statements and Exchange of ideas among all staff is our organizational culture with coefficient and significance.

#### **4.9 Summary of the Discussion of Objectives**

Pearson correlation analysis between the scores of the three objectives produced a number of interesting findings. Essentially, with very few exceptions, the scores within the various statements and construct of the measurement instruments correlated well with each other, indicating good construct validity across.

In respect to the Training construct it was found that the statement Training plan is in place at an organization correlated well with all statements of Performance construct. The other two constructs, Employee Inputs and Control of Work and Access to Information and Feedback nearly half of the statement have correlation positively to Performance construct statements as depicted in the Tables 4.14 and 4.15. However, under Input and Control of Work the statements “ I work with an increasing sense of succeeding and I have an enthusiasm to try harder have shown insignificance correlation.

#### **4.10 Chapter Summary**

This chapter reported in detail on the results obtained in the study. Firstly, the reliability and descriptive statistics of the questionnaire and other questionnaire measurements were presented, followed by a presentation of the findings regarding the influence of demographic variables on the Training and Development, Employee Input and Control of work and employee access to Information and Feedback. Lastly, results, on the various relationships between the Training and Development, Employee Input and Control of Work, and Access to Information and Feedback. Chapter 5 provides a detailed summary, conclusion, recommendations, limitations of the study, area for further research, and summary of the chapter.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

Empowerment areas have been in continuing study by researchers and practitioners for a decade, for the purpose of exploring more on employee effectiveness at work. The study done by Spreitzer et al 197 supported that empowerment has a positive effect on employee performance, but little is known about this to public sector in Tanzania. This research classified empowerment into three parts including Training and Development (skills and competence), employee Inputs and Control of Work (self determination), employee Access to Information and Feedback (trust) which may be a challenge in the field. In addition, regarding the vast need for the research in the field of empowerment and effectiveness, the main aim of this research was to identify and understand the relationship between employee empowerment and employees' performance.

The results of quantitative study showed that all constructs have a positive effect on both employee performance and satisfaction, However, Training and Input and Control of Work have shown only to performance and not satisfaction. On training statement "Number of training received indicated below mean 3 signifies that respondents are not satisfied the way the Agency treat staff development. On the input and control of work also indicated unsatisfactory scoring below the mean of 3 on I work with an increasing sense of succeeding and I have an enthusiasm to work harder.



## **5.2 Conclusion**

From the respondent's views, the study found out that, on training construct all statements scored above 3 except "number of training the respondents attended." Therefore, it can be concluded that the Agency has a training plan for employee to acquire new skills and enhance their competencies, the training of employee focus on their job descriptions, the training attended impact positively on job performance and the employee after training become more skillful and competent than before.

The Input and Control of work most of items shows agreement with the items except two mentions above. Therefore, the Agency is doing well on there is a program during orientation of staff to know their Agency, there is collaboration within the Agency, employees have full authority as regards to fulfilling tasks, regular and open discussion is conducted, staff are free to air their ideas, staff appraisal against targets and staff are working beyond leaders expectation.

Access of information and feedback also, exhibit the same positive relationship as most of items achieved mean by more than 3. From this the Agency coaches provide appropriate feedback, the existence of performance appraisal system, the assessment of employee performance is done on a regular basis, management information is well disseminated information are easily accessed, Management are close to employees, and Culture of the exchange of ideas.

## **5.3 Recommendations**

The study further concludes that as employees are vital as their decision impact to improve or not on organizational performance. It is recommended that:

- (i) The study has revealed that demographic variables have an impact on organizational performance, therefore, it's recommended to Agency in planning for be training, tasking and alike demographic consideration should be considered. The study has indicated that these groups have different likes and dislikes
- (ii) The GPSA and other organization to work on the challenges of providing training to their staff as it have a positive impact to performance and satisfaction.
- (iii) Take advantage that the Agency has on Available Talent: Opportunities to use skills and abilities which were depicted through training construct ranked high among the three constructs. Employee development will likely take a higher priority for organizations in the near future. Agency management should be is in a position to prepare their organizations for the future by developing programs that will motivate, develop and boost skill levels of employees. Cross-training, mentoring, coaching, etc. that is low-cost programs that Agency can adopt during times of financial constraints.
- (iv) Open the Communication Door: The study has rated this very highly and management should take it seriously. Effective communication between senior management and employees is important. It will help employees understand the organization's business goals, policies and vision, and keep employees informed about what is going on in the organization. Senior management can keep employees well-informed through Agency meetings and the use of technology in top-to-bottom communications (e.g., CEO blog, intranet

mechanisms and e-mails). Organizations should also encourage communication from the bottom-up through employee feedback, suggestions, etc.

#### **5.4 Limitation of the study**

The major limitations of the study were first, the sample was fairly small, and drawn from only one organization. A larger sample of respondents from several organizations would have increased the dependability of the results.

The measurement instruments were questionnaire, which has complicated in that they contained numerous scales that had to be cross-correlated for purposes of the study.

The sample size was 30 but, the return rate was 83 percent, making the study relied too few respondents, which may have resulted a different outcome if the respondent of 30 or more could have been responded.

#### **5.5 Area for Further Research**

It is recommended that further research in this area include to more extensive investigation into the relationship between empowerment and performance from demographic variable perspectives as they have shown to impact the organizational performance.

#### **5.6 Chapter summary**

This chapter reviewed the perspective, objectives and the method of the study. It concluded the major findings of the study, and offered a number of

recommendations. The contribution of the project towards psychological and educational knowledge was discussed, limitation of the study, and reference made to its limitations. Finally, suggestions on related future research were made.

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## APPENDIX

### Appendix 1: Sample Research Questionnaire

#### Instruction

Ms..... is a student of..... at Open University of Tanzania, Faculty of ..... She is conducting research. The research is about the Impact of Employees empowerment on organization performance: A case study of government procurement service agency (GPSA)

We have identified a number of employees one of them is you to assist in getting important information. Please respond to and complete the questionnaire honestly. The researcher guarantees to protect the identity of everyone who completes the questionnaire and use it for academic purposes only.

#### 1.4 Personal Details:

Name of organisation:.....

Department:.....

Position:.....

Age:.....

Gender.....

Duration of Employment:.....

### **Specific Questions for Objectives**

#### **A Performance Construct**

##### **Performance: Employee Work Performance**

- 1 There is recognition of efforts of employee at the Agency  
a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
- 2 Performance appraisal of employee is excused at the Agency  
b) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
- 3 Regularity of assessment of employee performance is observed  
c) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
- 4 There is Information sharing with the Agency  
d) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
- 5 There is Ease of access information within the Agency  
e) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree

#### **B Motivation Construct**

##### **Objective one: To assess the outcome of relevant training to employee on organization performance**

1. There is the training plan in your organization  
f) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
2. I have attended training concerning my job **descriptions (skills and competencies)**  
a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree

3. Number of training I attended for the **last year**
  - a) None (b) Only one (c) I can't recall (d) Two (e) More than two
4. The trainings I have achieved have impact with my job performance
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
5. There are changes in my job role **before and** after training I have received
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree

**Objective two: To investigate the effect of allowing employees to have input and control of their work on organizational performance (self determination).**

1. I was oriented thoroughly on achievement organization goals and objective.
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
2. We have been collaborating on working with company mission and vision.
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
3. I have full authority in accomplishing my task provided they are falling in my job descriptions.
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
4. There is a regular open discussion among staff concerning strengths and weakness in job performance starting at the department.
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
5. Each staff if free to bring in his or her inputs and all suggestions are effectively taken by the responsible leader for implementations if they comply with the respective activity.
  - a) Strongly disagree (b) Disagree (c) Undecided (d) Agree (e) Strongly agree
6. Each activity, project or program has its target and responsible staff is evaluated.



- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
7. I work with an increasing sense of succeeding.
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
8. I have an enthusiasm to try harder.
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
9. I work more than my leader's expectation.
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree

**Objective three: To examine the effect of employee access to information flow from the source and immediate feedback on organization performance**

1. My coach(s) provides formal feedback for my efforts.
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
2. There is performance appraisal in our organization
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
3. Assessment is regularly done in our organization
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
4. Information from the management is well disseminated to all relevant employees
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
5. All information is easily accessed by all relevant employees
- b) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree
6. Management work closely with normal employees
- a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree

7. Exchange of ideas among all staff is our organizational culture

a) Strongly disagree b) Disagree c) Undecided d) Agree e) Strongly agree

**Thank you for your collaboration**